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The schools have neglected to provide for a significant percent of the rural culturally deprived students by not offering a strong vocational program. Selected schools will begin a series of programs. Control groups will be maintained under traditional learning experiences for purposes of education. Programs will be initiated for preschool through adult age-groups.

The preschool education will attempt to prepare disadvantaged children for school situations through development of verbal skills and behavior skills such as self-care and sharing. Activities will include oral expression, beginning reading, cooperative play, music, and field trips for cultural enrichment. The primary program will emphasize communication skills, particularly reading. Materials will relate to the experiences of children. Instruction will be accomplished in groups, with additional individual instruction. The intermediate division will emphasize writing as well as reading. Subjects should relate to community life and individual student interests. Guidance is especially important during this period to prevent dropouts.

Emphasis in the senior division will concern the place of the individual in a changing society. The student should realize his potential and continue the process of vocational training and job experience. An adult education program will provide vocational training for older youths and adults and will include cooperative work experience. Inservice preparation is necessary for teachers at each level of the program.

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KANAWHA COUNTY SCHOOLS

and

ACTION FOR APPALACHIAN YOUTH, INC.

present

AN EDUCATION PROPOSAL FOR RURAL, NON-FARM YOUTH

in

KANAWHA COUNTY, WEST VIRGINIA

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Action for Appalachian Youth
and
Kanawha County Schools
Charleston, West Virginia

An Educational Program for Rural, Non-Farm Youth

1. Introduction.

The development of an educational program for rural, non-farm youth can be, according to the way it is conceived, a routine exercise in curriculum construction and school organization, or it can be a completely new educational synthesis. There are some who hold that the most pressing need of education is a need for more money so that we can have the tools needed to do a better job. On the other hand, there are those who say that the present educational program is both inadequate and inappropriate for disadvantaged youth, both rural and urban. The Panel on Educational Research and Development to the Commissioner of Education expressed this point of view by saying:

> By all known criteria, the majority of urban and rural slum schools are failures. In neighborhood after neighborhood across the country, more than half of each age group fails to complete high school, and 5 percent or fewer go on to some form of higher education. In many schools the average measured IQ is under 85, and it drops steadily as the children grow older. Adolescents depart from these schools ill-prepared to lead a satisfying, useful life or to participate successfully in the community.[1]

A study of county dropouts made in 1963 showed that the county secondary schools lose about four percent of their students each year, that most students who leave school do so when they reach the legal leaving age of 16, that this occurs most frequently while the students are in the ninth or tenth grade and that the average scholastic aptitude of dropouts is below the county average for all pupils of corresponding grades.[2] Considerable variation in dropout rates is found among the various senior high schools.

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[1] Panel on Educational, Research and Development; Innovation and Experiment in Education; Washington, D. C., U. S. Government Printing Office, March, 1964.

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The county program of studies for secondary schools provides a college preparatory curriculum, a general curriculum, a practical arts curriculum, a business education curriculum and a vocational curriculum. Approximately forty percent of county high school graduates enter college. Here too, there is considerable variation with the rural schools having smaller percents of students who go on to higher education. Twenty percent of the county graduates have been enrolled in the business education curriculum, with only a small fraction of this group being boys. Less than ten percent of the graduates have been in a vocational curriculum and less than five percent have been in the practical arts or college preparatory curriculum. Thus, approximately twenty-five percent of the county high school graduates appear to be enrolled in courses which neither prepare them for continued education nor for a vocation. Additionally, based on present dropout rates, approximately one fourth of the county students who enter the secondary schools in the seventh grade do not persist to graduation.

Three of the twelve county senior high schools are located in the city of Charleston. Others are located in surrounding suburban towns. Four high schools are located in rural areas with the majority of the pupils being transported on school buses. All county senior high schools have some transported pupils and some rural non-farm youth may be found in any school. However,

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[2] Peck, Hugh I., The Kanawha County School Dropout, Charleston, W. Va., Kanawha County Schools, Mimeographed, 1963.

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the high schools located in rural areas have larger percents of such students than do the city and suburban schools. Two high schools particularly, Cedar Grove High School, a six-year high school, and East Bank High School, a three-year school, which are located in the southeastern part of the county in an area where the coal mining industry has in the past been the principal source of employment, have particularly high percents of youth who live in rural areas but whose families do not farm as an occupation. The percents of 1963 graduates from these two schools who enrolled in college were 14 percent and 25 percent respectively. Also dropout rates at these two schools have been higher than the county average.

The Survey of Educational Services (See Section II,"General Findings and Conclusions") takes a somewhat less extreme view than the Panel on Educational Research and Development but is critical of the present county educational program for disadvantaged youth. Here county schools are described as being generally academically oriented, inadequately supported and staffed mainly by parochial women teachers. The report notes, however, that the school administration, individual schools, P.T.A.s and teachers are aware of the problems posed by indigency and generally make an effort to assist the children of indigent families by providing lunches, clothing and school supplies.

Thus, we find some indication that the statement of the Panel on Educational Research applies, to a degree, to county schools. We are forced to conclude that our schools fail the group of students who leave school prior to graduation and also fail, in part at least, students who are forced to seek employment without having had vocational training and those who enroll for a college preparatory course but who are unable to continue their education beyond high school.

Statements such as these may be accused of "focusing on the hole instead of on the doughnut." Data secured from standardized achievement tests and college aptitude tests, as well as follow-up studies of high school graduates who enter college, technical training programs or employment, show that the county schools have provided a more than adequate program for many students. Collegiate success of county high school graduates and the employability of participants in vocational training programs attest to the excellence of the high school programs for these students. While we must conclude that county schools have failed to provide an adequate educational program for a significant percent of the county students, we must at the same time recognize that the schools appear to have provided for the needs of the majority of the students.

Schools, though, can no longer be satisfied to provide for the needs of a majority of students; they must accept a responsibility for all. An educational program is needed which is based on research findings and experience, which is peculiarly fitted, in both objectives and methodology, to rural, non-farm youth and which also meets the needs of the other students included in the schools. To the degree that we accept the thesis that traditional programs fail disadvantaged youth, more and better ways of doing the things we have always done are not the answer. The new program must take into account our knowledge concerning individual differences, the nature of the learning process, the accumulation of knowledge, the changes taking place in society, the implications these changes have for education and the peculiar needs and interests of rural disadvantaged youth. This proposal is an attempt to describe such a program.

II Scope of the Educational Program.

Kanawha County, with an area of approximately 900 square miles and 60,000 pupils in grades 1 through 12, is considered to be too heterogeneous and too large for a demonstration project for rural, non-farm, disadvantaged youth. Unemployment with consequent economic disadvantages is predominantly centered in the southeastern portion of the county. A pilot program will be instituted in this portion of the county. The pilot program will be located in the Cedar Grove and East Bank high school attendance areas, in four junior high schools, Chelyan, Leewood, Pratt and the junior high school portion at Cedar Grove High School, and in the elementary schools within the area. The program will include the addition of organized pre-school experiences, new emphasis in the elementary school, junior high school and high school and the addition of post-high school vocational training. The program is described in more detail in subsequent sections of the proposal.

The program will not be instituted in its entirity in all schools at the same time. Priorities will be developed for various portions of the program and for the school to begin the program. Control schools and control groups will be selected from the schools in the attendance area who have not begun the program and from similar schools in other similar areas in the county. Thus, a number of combinations of traditional programs similar to those now found in the county schools (control schools) and innovative programs described in this proposal (experimental schools) are possible as shown in Table 1.

Table 1

Possible Educational Program Combinations by School Divisions

	1	2 Control	3	4	5	6	7
Pre-School	I	T	T	T	T	T	I
Primary } Elementary School	I	T	I	T	T	T	I/T
Intermediate }	I	T	I	T	T	T	I/T
Junior High School	I	T	I	I	T	T	I/T
Senior High School	I	T	I	I	I	T	I/T
Post-High School Training	I	T	I	I	I	I	I/T

Legend: T - traditional; at the pre-school level, no program
I -Innovative
I/T- Sequences in which pupils change from the traditional to an innovative division during the time spent in the division rather than at a transition point.

The different columns show program sequences as they might appear to an entering pupil. Column 1 portrays a complete innovative program and column 2 a traditional one. Institution of the innovative program a year at a time, as pupils move through the time period, is considered to be too slow. Entering points are proposed also at the different transition points as shown in columns 3 through 7. We believe that children who enter the innovative program, at any level, should be permitted to continue it, and consequently do not propose any sequence of innovative programs followed by traditional.

Schools will be selected to be experimental or control schools based on reality criteria such as the availability of a building and teachers, willingness of the people in the community to accept an innovative program, school bus transportation patterns, etc. Since many communities in this portion of the county have been losing population, we estimate that there will be a sufficient number of classrooms to house all divisions of the program with the exception of the pre-school and higher divisions. In some elementary schools, rooms are available to house pre-school classes. In other areas space will need to be found in the communities or portable buildings may need to be moved onto the school site for this purpose.

The post high school vocational training portion of the program will be housed in vocational shops of existing high schools, other spaces within the high school buildings, an area vocational school, portable buildings or in space rented or leased from other government agencies or private industry.

The educational program described in this proposal includes innovations from the pre-school level through post high school education. Planning for portions of the program will begin immediately upon approval of this proposal. Pre-school kindergarten programs will be instituted at one or more elementary school locations at the opening of the 1964-65 school term. Similarly, adult education courses will be offered in a number of local school buildings and pre-school centers. We believe that the required in-service education for the teachers for these programs can be held prior to the opening of school or can progress concomitantly with the institution of the programs. Elementary schools in the pilot area will organize for continuous progress during the 1964-65 school year and can begin the program in September 1965. Core classes, a phase of the program at the junior high school level will begin also in one or more junior high school at this time. The selection of teachers for programs to be started later, in-service edcuation for teachers in the program, the preparation of materials and the planning for the remaining programs will begin during the 1964-65 school year. Additional vocational education courses will be offered in the senior divison during the 1965-66 school year.

Post-high school vocational training, being dependent upon the provisions of the Vocational Education Act of 1963, the construction or acquisition of a county vocational school and requiring extensive planning and equipment, probably will not be in full operation in September 1965. However, one or more programs can be instituted at each school with the opening of the 1965-66 school year.

III Objectives

Traditionally, education has dealt mainly with the development of skills and the acquisition of facts. Public schools in this country, as in some other countries, developed from academies and have evolved away from academic programs to varying degrees, but in the main include in their curricula activities which are academic in nature and which operate within a working hypothesis that "knowledge is power." Thus, education is conceived as the accumulation of knowledge. Teachers usually have seen their function as being that of transmitting facts or assisting students to accumulate knowledge. While it may be debated that knowledge and education have never been synonomous, school practices have indicated that they have been so considered. Recent technological developments and the so-called "knowledge explosion" force an inescapable realization that education can no longer be defined as an accumulation of facts. It has been estimated that man's total accumulated knowledge is now doubling at the rate of once each 10 to 20 years, and further that this rate is accelerating. There are just too many facts to warrant their accumulation or transmission being any longer the central focus of education.

A rejection of this traditional concept of education forces a re-examination of the objectives of education--for rural, non-farm youth and others. Learning has been defined as changed behavior. However, this definition falls short of being ideal. If learning is conceived as the development of intelligent behavior, we have a more useful concept. Intelligence, though, must be defined more broadly than has been implied by the nature of our so-called measures of intelligence. Education can then be defined as the production of intelligent behavior.

Within this framework the following objectives are outlined for this educational program.

A. Self-Actualization. Education has been accused of trying to form all students into a mold of mediocrity. Schools have been accused of giving only lip service to individual differences. Whether or not this accusation has been true in the past is less important than the fact that it must not be true in the future. Arguments as to the effects of nature and nurture also are of less importance than the fact that individuals differ along a number of dimensions. Further, maturation and educative experiences result in greater, rather than less, differences among pupils. One of the prime goals of this educational plan will be to provide a program and an organizational pattern which will encourage each pupil to grow to the fullest extent of his potential in the directions he seeks. Other considerations may require instruction to be accomplished in groups, but learning is an individual matter. Some dimensions of self-actualization are:

1. Adaptability. The ability to adapt to change is important and likely to become more so due to accelerating social and economic changes. Examples of specific expected behaviors are:
   a. The student is able to make generalizations from data, observations or experiences.
   b. The student is able to apply generalizations, rules or laws to new or novel situations.[3]
   c. The student is able to transfer learning from one area of experience to another.
   d. The student is open to new ideas.

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[3] A number of the behaviors cited, including this one, are based on material from Behavioral Goals of General Education in High School, by Will French and Associates. Credit is given here rather than to indicate all specific statements that depend wholly or in part on this compendium.

2. Possession of Study and Learning Skills. Examples of specific expected behaviors are:
   a. The student reads independently with comprehension.
   b. The student uses library sources.
   c. The student uses dictionaries, encyclopedias, and other similar reference materials.
   d. The student is able to interpret maps, charts, graphs, etc.
3. Motivation Toward Continued Education. If the acquisition of facts is to be de-emphasized, then this goal and the preceding one must become the focus of the instructional program. Education must be a life-long process; this is one of the facts that the student must learn. Examples of specific expected behaviors are:
   a. The student shows increasingly ability to work independently.
   b. The student reads for information on his own initiative.
   c. The student is planning his educational program at the next higher level.
   d. The student is relating educational goals and occupational needs.
   e. The student finds reading a form of recreation.
   f. The student is developing good work and study habits.
   g. The student consults periodicals as well as standard reference works.
   h. The student is able to find and relate information from a number of sources.
   i. The student is able to evaluate critically oral and written information he receives.
4. Respect for the Scientific Methods. Examples of specific expected behaviors are:
   a. The student observes, makes hypotheses and gathers data to test his hypotheses.

b. The student attempts to predict behavior.

c. The student appreciates the value of controlled laboratory experiments.

d. The student is interested in the history of man's attempts to control his environment.

5. Preparation for and Development of Vocational Choice. Examples of specific expected behaviors are:

a. The student is interested in learning about occupations.

b. The student surveys the world of work as a step in choosing a vocation.

c. The student relates knowledge of occupations to knowledge of self.

d. The student refines his vocational choice according to his level of maturity.

e. The student has work experience related to possible occupational choices.

6. Physical Development. Schools must be concerned with the physical development of pupils. There must be planned programs of physical education and recreational activities to provide opportunities for the optimum physical development of each pupil. Examples of expected behaviors are:

a. The student is able to satisfy his nutritional needs.

b. The student participates regularly in one or more activities requiring vigorous physical activity.

c. The student achieves a good balance among rest, study and physical activity.

7. Self-Understanding. Examples of expected behaviors are:

a. The student is able to relate himself to the physical world.

b. The student makes a good social adjustment.

c. The student surveys and adjusts to his own physical and mental capabilities.

d. The student controls fears and anxieties.

e. The student relates knowledge gained from his academic study to his own ontogeny.

B. Social Action. The development of student understanding and appreciation of man's social institutions is one goal of formal education. Technological developments in communication and transportation underline the interdependence of people. Some dimensions of social action are:

1. Government and Politics. Examples of expected behaviors are:

a. The student is a participating member of a democratic school society.

b. The student develops values compatible with life in a democracy.

c. The student demonstrates a recognition of the fact that freedoms, rights and privilege demand the assumption of certain responsibilities.

2. National Goals. Examples of expected behaviors are:

a. The student understands and appreciates his American heritages.

b. The student identifies intelligently with his community, state and nation.

c. The student understands and identifies with stated national goals such as peace, economic security and self-determination of peoples.

3. Society's Institutions. Education must be concerned with the development of socially literate citizens. Students must understand the function of the various social institutions. Examples of expected behaviors are:

a. The student appreciates the need for and understands the functions of social institutions.

b. The student understands the inter-relations among religious, political, economic and social institutions.

c. The student perceives history as a means to understand present institutions.

4. International Relations. Examples of expected behaviors are:
   a. The student is tolerant toward cultural heritages other than his own.
   b. The student understands the development of the nation-state as a late development in man's attempts to control his increasing inter-relatedness.
   c. The student understands the principal differences between our political systems and those of other nations.
   d. The student demonstrates his awareness of the development and need for international organizations.
5. Production and Distribution. Examples of expected behaviors are:
   a. The student is aware of the locations of basic raw materials and their effect on national and local economics.
   b. The student participates, dependent upon his maturity, in some phase of production or distribution of goods.
   c. The student understands the inter-dependence of regions and nations for the production of essential commodities.
6. Automation and Displacement. This dimension of social action is rapidly becoming of paramount importance. Schools must be concerned with and students must understand these phenomena. Otherwise man's success in producing material abundance may be bought at a price of economic chaos and political turmoil. Examples of expected behaviors are:
   a. The student appreciates man's attempts to harness and use other forms of energy to replace human energy.
   b. The student understands the causes for and the rapidity of acceleration of automation.
   c. The student understands society's efforts to mitigate the effects of displacement through retraining and welfare programs.

   d. The student appreciates the efforts made by labor unions to protect workers from displacement due to an accelerating automation of industrial processes.

7. Communication. Examples of expected behaviors are:
   a. The student is able to express his ideas in acceptable oral and written forms.
   b. The student is able to discriminate among the oral and written communication addressed to him.
   c. The student appreciates the advances made in electronic communication and is able to use these communication devices effectively.

8. Welfare and Relief Programs. Examples of expected behaviors are:
   a. The student develops and understands the purpose and extent of public and private welfare programs and their relation to economic displacement.
   b. The student develops as a value the desire for financial independence.

9. Population Explosion. Perhaps the most important problem facing the world today is the burgeoning population, especially in the underdeveloped nations. Students need to gain insight into this problem. Examples of expected behaviors are:
   a. The student relates under and over-population to political action and national policies.
   b. The student relates problems of over-population to advances made in the medical profession and to humanitarian action.
   c. The student relates over and under population to the production and distribution of goods.
   d. The student relates problems of population control to man's efforts to eliminate war.

C. Family and Community Living. As technological advances enable man to provide for his wants with less and less physical labor family life and recreation become more important. Schools have in the past assumed some responsibility here but must assume more. Dimensions of this aspect of education are:

1. Democracy in Action. Examples of expected behaviors are:
    - a. The student understands the family as a basic social unit and the fact that families vary in needs, structures and organizations.
    - b. The student identifies intelligently with his family and takes pride in his family's traditions and accomplishments.
    - c. The student accepts responsiblity for the care and welfare of younger or more dependent family members.
    - d. The student accepts his share of the required family work.
    - e. The student is planning for a family of his own.
2. Interpersonal Relations. Examples of expected behaviors are:
    - a. The student accepts a sex role as a boy or girl without undue concern and with wholesome attitudes.
    - b. The student participates in one or more school activities and is developing some leadership ability.
    - c. The student relates easily to adults and to age mates.
    - d. The student is sensitive to the feelings of others.
3. Consumer Economics. Examples of expected behaviors are:
    - a. The student understands the simple facts of consumer economics.
    - b. The student exercises self-control in buying.
    - c. The student knows where to obtain accurate information about products.
    - d. The student budgets his allowance or money that he earns with provision for emergencies.

   e. The student is familiar with the simpler principles of money banking and credit.

4. Healthful Living. Examples of expected behaviors are:
   - a. The student is aware of his physiological and psychological needs.
   - b. The student exercises emotional control and handles frustrations adequately.
   - c. The student is developing good hygienic habits and corrects physical defects such as those of eyes, ears and teeth.
   - d. The student is concerned with public health.
   - e. The student avoids the use of habit-forming drugs or narcotics.
   - f. The student knows the purpose of and follows safety regulations.
   - g. The student has knowledge of first aid principles.
5. Aesthetic Living. Examples of expected behaviors are:
   - a. The student is developing artistic standards for music, art, etc.
   - b. The student appreciates the beauty of his natural environment.
   - c. The student is developing interests and skills in one or more creative activities.
   - d. The student reads some material with literary value.
   - e. The student shows good taste in the selection of clothing, pictures, household furnishings, etc.
6. Use of Leisure Time. Examples of expected behaviors are:
   - a. The student is developing a liking for sports, both as a participant and spectator.
   - b. The student is developing skill in one or more sports or games which can be carried into post school life.
   - c. The student is developing one or more hobbies which can be related to post school life.

d. The student reads for pleasure.

7. Problems of Aging. Examples of expected behaviors are:

   a. The student knows generally the purpose and organization of employee retirement plans.

   b. The student is familiar with social security regulations.

   c. The student is aware of the problems of medical care for the aged.

D. Ethical Behavior. If education is to result in intelligent behavior individuals must build value systems as their criteria for determining courses of action. The school cannot escape a responsibility for the teaching of values. Everything that is taught carries a value. The teaching of values is from time to time controversial, with different groups holding and wanting the schools to teach different values. However, as society's principal formal instrument for the education of the young, the school must be committed to the teaching of values. Each student must be led to develop a values system commensurate with life in a democracy. Dimensions of this educational objective are:

1. Spiritual Values. Examples of expected behaviors are:

   a. The student is interested in and thoughtful about problems of religion.

   b. The student has established a spiritual "anchor" for himself.

   c. The student is familiar with the moral code of his own and other religions.

   d. The student demonstrates behavior consistent with his religious teaching.

   e. The student observes the accepted manners and standards of his culture.

   f. The student applies moral principles to new steps in his life.

2. Civic Responsibility. Examples of expected behaviors are:
    a. The student accepts at his level, responsibilities for good citizenship.
    b. The student demonstrates that he is honest, loyal and responsible.
    c. The student is active in trying to improve his school and community.
3. The Individual and the Law. Examples of expected behaviors are:
    a. The student understands the meaning of government and law and the legislative process.
    b. The student participates in organized activities accepted by the adult community.
    c. The student has a positive attitude toward the law and law enforcement.
    d. The student avoids behavior likely to result in his being classed as a juvenile offender.
    e. The student accepts a personal responsibility for law enforcement.
4. The Individual's Responsibility to Mankind. Examples of expected behaviors are:
    a. The student is concerned with the needs, feelings and aspirations of others.
    b. The student gives a place to altruism in his value system.
    c. The student participates in voluntary service work and activities.

IV Evaluation

An evaluation of an educational program must be made within the framework of the stated objectives. Thus, the evaluation of this program will use as criteria the four major objectives, the dimensions of the objectives and the resultant expected behaviors. Evaluation will be made through the use of standardized tests, teacher-made tests, questionnaires, interviews and observations of behavior. Special instruments will be developed to measure the results from some aspects of this educational program.

Emphasis will be placed also on the study of attitudinal changes effected in children, older youth and adults as well as the measurement of educational achievement. Changes wrought in levels of aspirations, self-concepts, perceptions of the importance of education, economic self-sufficiency, self-direction, community introversion-extraversion and values will be measured. Special instruments will need to be developed for this phase of the study in particular.

A research proposal covering the over-all AAY plan is being developed. The evaluation of the educational program will be one facet of that evaluation. A research director has been appointed already by AAY. He will be provided with the necessary staff to evaluate the over-all AAY program. The responsibility for the evaluation program for the educational portion will be shared by the AAY research director and the Director of Research for the Kanawha County Schools. Specific research plans will be developed to evaluate each innovation of the educational program. Further descriptions of the criteria and means for evaluation are stated later in conjunction with specific program descriptions.

V. Organizational Pattern.

The educational program will be organized into the following six divisions corresponding somewhat to the normal county vertical organizational pattern.

1. Pre-School Division
2. Primary Division
3. Intermediate Division
4. Junior Division
5. Senior Division
6. Higher School Division

While it might be argued that a complete restructuring of organization for formal education is needed, there appears to be a more pressing need to take advantage of present school patterns, buildings, teaching assignments, channels of administration, etc. Thus, the proposed organization for this educational program incorporates the present structure of formal education in the county but goes beyond it both at the beginning and ending of the present sequence and also deviates from the present program in both content and method.

This educational program will result in a number of deviations from present practice. One of the most outstanding differences will likely be a core program in the junior and senior divisions and the attention given to student self-direction. The core program will facilitate the idea of continuous progress and individualized programs by placing one teacher, with assistance, as the coordinator of pupils' programs in mathematics, science, social studies and language arts. Core classes will replace classes in arithmetic, seventh-grade science, etc., as they are now taught. Needed content for these subjects will be found in core projects and units. Pupils will be scheduled to departmentalized classes in industrial and home arts, fine arts, physical education and foreign language.

Scheduling pupils to classes under this plan will be simplified. Pupils in core programs will simply be scheduled for core; the scheduling of the educational activities of each pupil and grouping for instruction will be done by the core teacher, with the assistance of the subject matter specialists and guidance counselors who assist the core teacher.

A. Pre-School Education. One of the most hopeful attacks on the educational retardation common to children from disadvantaged homes is the increasing acceptance of the importance of pre-school education. A number of researchers are reporting tentative findings that pre-school programs, nursery schools and kindergartens, can affect significantly childrens' readiness for instruction and their academic ability, as measured by intelligence tests as well. (See Appendix A) Thus, a pre-school program will be included in this pilot program.

Our experience with rural, non-farm children in the county has shown that they enter school at a significantly lower level of preparation for instruction than do the more advantaged city or suburban children. Teachers report that many such children need greatly extended periods of readiness activities. The results from the Harrison-Stroud Reading Readiness Test, given to all county first-grade children, show that children in schools from more advantaged city and suburban areas are significantly higher than those from rural county schools. Results from the Otis Quick Scoring Mental Ability Test given to all pupils in grades three and six show that the average I.Q. scores for children from rural county schools are significantly lower than scores for children from schools in the communities having higher socio-economic levels. Stanford Achievement Test results for pupils in grades three through six show that schools having a high percent of rural non-farm youth, at the end of the third grade, fall below the county norms for achievement and that this difference increases at successively higher grade levels.

In the past, pre-school experiences have sometimes been viewed as preparation for school. This view is rejected for this program. Rather, the whole educational program is viewed as sequential with each portion related to the child's maturational level and the goals sought. The pre-school program, then, is one phase of the educational experiences of an individual. The program proposed here for rural non-farm youth includes both a nursery school and kindergarten program. While the pre-school program will be part of the continuous progress plan, some differences exist among pre-school children which make this separation advisable. The emphasis in the nursery school will be more on self-care and social living, while that in the kindergarten will be on the development of readiness, particularly reading readiness. Additionally, some children participating in the pre-school program at its inception will, of necessity, begin at the kindergarten program.

1. Purposes. The following purposes are proposed for the nursery school program:
   a. Development of Verbal Skills. Children will be encouraged to talk rather than being admonished to listen. Many disadvantaged children come from homes which are not verbally oriented. Such children have not been accustomed to long sentences or to the vocabulary level to which the teacher is accustomed. For such children, language development is a prerequisite before reading instruction can begin.
   b. Development of Perceptual Skills. Visual and auditory discrimination and the fact that objects have names - sometimes many names - will be emphasized.
   c. Provision for Creative Experiences. Torrence and others have said that the public school tends to stifle creativity

rather than to encourage it.[4] One of the aims of this educational program, which will begin to be implemented in the pre-school division, will be that of developing creativity. While art and music will be an important part of the child's creative expression at this level, the emphasis will go beyond this. The goal will be the development of individuality. Children will be given a chance for self-expression. Experiences will be provided which will enable children to find answers which can include new and better answers.

d. Self-Care. One facet of maturation is the child's drive towards independence almost from the moment of birth. This early desire for independence will be emphasized as one aspect of developing an independent learner and individual. Children will be given practice in washing, dressing, and grooming themselves. Toilet training will be part of the training program at this level as needed.

e. Sharing. Learning to share will be emphasized as a necessary step in the socialization process.

f. Development of Muscular Coordination. Children from disadvantaged homes are likely to enter kindergarten or primary school devoid of practice in using small muscles, while at the same time control of these muscles is necessary. Emphasis will be placed on cutting, pasting, drawing, etc., as means of giving children opportunities to learn to control small muscles.

g. Intellectual Development. As a consequence of the belief that intellectual development is an on-going process, experiences will be provided which are designed to stimulate curiosity, provide bases for generalizations and comparisons, and give children practice in logical thinking.

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[4] Torrence, E. Paul, Guiding Creative Talent. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962, p. 8.

Presently, Kanawha County, as most other counties in West Virginia, does not operate kindergartens. At the same time, there are private kindergartens operating in the county, particularly in the more advantaged city and suburban areas. The percent of children entering first grade with kindergarten experience varies from zero in the rural and disadvantaged schools to more than 50 percent in some suburban schools but is less than 10 percent for the county as a whole. Kindergarten education can no longer be required to demonstrate its effectiveness. Public kindergarten programs are provided and kindergarten experience required in most progressive school systems. The people of Kanawha County are in a position of providing kindergarten experiences to the economically able children who need these experiences least and providing no such experiences to the rural, disadvantaged children who need them most. Thus, kindergartens are proposed as part of this educational plan.

The following purposes are proposed for the kindergarten program:

(1) Oral Expression. Children will be given further experiences in expressing ideas, relating events, carrying on conversations, etc., with the goal being to develop more verbal orientations.

(2) Vocabulary Building. Children will be given experiences designed to acquaint them with the words that will be found in their primers and readers.

(3) Mechanics of Reading. Children will be given practice in forming letters and numerals designed to build a readiness for reading and arthmetic instruction.

(4) Cooperative Play. Children will continue to participate in group play experiences.

(5) Creative Expression. The goal set for creativity and the activities begun in nursery school will be continued in the kindergarten.

(6) Music and Rhythm. These activities will be designed to promote the children's aesthetic development and to increase muscular coordination.

(7) Intellectual Development. Experiences will be provided which are designed to continue the intellectual development of children. Children will participate in a discovery process.

2. Demonstration. The pre-school program, nursery and kindergarten, will demonstrate that by interposing a formal training program in the pre-school life of rural, non-farm youth we can significantly affect their readiness for instruction, their desire for learning, and their school achievement in subsequent years.

3. Program. One or more nursery school and kindergarten classes will be located in selected communities in the high school attendance area at the beginning of the 1964-65 school year. Children who are four years old at the beginning of the school term will be enrolled in the nursery school. Since in West Virginia, children are presently admitted to the first grade who will be six before November 1, children will be admitted to the kindergarten program who are five or who will be five before November 1. Due to individual differences among children, it is expected that individual placement within the pre-school program will be largely determined by the child's maturational level instead of by chronological age. Some children who are four may be ready for

kindergarten, while some children who are five may need to have nursery school experiences. Such placements will be made on the basis of teacher judgment and the results of individual psychological examinations.

Since the pre-school program is part of a continuous progress program and due to individual differences among children, a few children will be found to be ready for reading instruction at this level. While the primary emphasis in the kindergarten program will be on preparing children to begin instruction, reading instruction will be started for children who have satisfactorily completed the readiness program. As soon as such children reach the chronological age for school entrance set by West Virginia law, they will be transferred to the primary division.

Field trips will be used. Children will be taken into Charleston and other urban areas to extend their experiences and acquaint them with other aspects of the world in which they live. The program will provide opportunities for children to become familiar with a larger community and intellectual experiences as well as activities designed to promote social adjustments.

Pre-school programs will be housed in buildings located as near as possible to centers of population large enough to furnish a nursery or kindergarten group. Vacant rooms in present elementary buildings will be used, as will rooms located in schools recently closed by the Board of Education and which have been renovated and fitted for this purpose. Educational facilities belonging to churches,and other spaces in the community, will be used as they are available. In other instances, portable buildings will be moved to desired sites. Transportation will be provided for children to pre-school programs but, through the location of buildings near to where children live, it will be held to minimum distances.

Instruction in the pre-school program will be accomplished with small groups - usually no larger than 20. The program will include daily half-day sessions, operated five days per week. Parents will be employed as teacher aides in the pre-school program. Additionally, parents of children in the classes will be encouraged to visit the classes, assist with the program on a voluntary basis and attend meetings, arranged for the purpose of discussing characteristics of early child growth and development.

In order to make maximum use of available building space, nursery schools and kindergartens will be operated in the same rooms with the nursery school children attending in the morning and the kindergarten children in the afternoon. Depending upon local conditions, this schedule may need to be reversed or perhaps changed at the middle of the year. In a few localities where transportation is difficult in the winter months because of road conditions, the pre-school program will operate through the summer and will be closed during the months of December, January, and February. Since the pre-school programs in these very rural areas will probably be in separate buildings, the pre-school term can be independent of the regular school term.

Lunch will be provided for the pre-school children at the end of the morning session or prior to the opening of the afternoon session for children as they are scheduled. Adults in the community will be employed to prepare and supervise the lunch programs. Breakfast will be provided for some children as needed. Teacher aides and volunteer parents will assist in the feeding of pre-school children. The use of parents as teacher aides, lunchroom supervisors, and volunteer helpers is considered an essential part of the desired involvement of parents in the educational program.

Shower and laboratory facilities, with hot water, will be provided at schools operating pre-school classes and at pre-school centers. Indigent children will be provided with clothing through arrangements made with local service and charitable groups. An emphasis will be placed in the pre-school program upon all childrens' developing pride in their appearance.

While one classroom can be used for both the nursery school and the kindergarten, a second room will be needed as an activity room at each location. Where pre-school programs are placed in elementary school buildings, the multi-purpose rooms will be used for this purpose. In good weather, many of the activities will be held outside but at other times the activity room will be required. The furniture and equipment necessary for pre-school children is such that the classroom cannot be used by adults for evening programs. However, the activity room at each location can be so used. Since pre-school programs will be located at centers nearer to the neighborhoods which they serve than many elementary schools, the activity rooms will provide space for local adult education centers (See page) and will be used as a center for the extension of the services of the school into the community. These activity rooms will be open evenings and will serve as community meeting places.

Many rural areas of the county do not have adequate library services. The Kanawha County Public Library, which is supported in part by the Board of Education, operates bookmobiles which visit some areas, but not all parts of the county. Collections of books will be placed in each of the activity rooms at the pre-school centers. The rooms will be open evenings and the books made available to adults and older youth. Parents will be trained to act as librarians. Similar collections will be placed in the elementary schools participating in the program.

Since under present West Virginia law a pre-school program cannot be required of all children, an attempt will be made to enlist the understanding and cooperation of parents through explanations of the purpose of the program and through involvement of parents in the planning and operation of the program. There is strong evidence that a pre-school program will be well received and sought by parents of pre-school children. We believe that by placing the pre-school centers as near as possible to the childrens' homes and securing the parents' understanding of the nature and importance of the program we can enroll a majority of the children in the program.

Nursery school education must also involve the parents of the children in the program. Since the school has the children for only part of each day, parents must understand and work toward the objectives of the program and must have a part in the training of their children. An important aspect of the nursery school teacher's work will be consultation with parents. Many times modification of home conditions or parent actions may be the most important aspect of the nursery school program.

In addition to their classroom duties, pre-school teachers will be asked to work with parent groups and with individual parents and in the training program for teacher aides. The amount of parent consultation, in-service meetings, and the preparation of materials will probably require teachers to teach one group only, at least for the first year. Later, kindergarten teachers may be able either to teach two groups or to teach one group as a half-time employee. However, we believe that nursery school teachers, because of their need to work closely with parents, will not teach two groups.

Teachers for the pre-school education program will be recruited from the present county staff and from graduates of teacher preparation programs of kindergarten education of colleges and universities providing such training. While there are a number of teachers in the county who have training and experience in kindergarten education, there are a few who have the training required for nursery school education.

Extensive in-service education will be required of the teachers in the pre-school program. This training will begin with a two-week training period for kindergarten teachers and a four-week training program for nursery school teachers before the opening of school. The in-service training will continue throughout the year. Teachers will meet for half-day sessions one Saturday each month. Consultants, people experienced in pre-school education and child development will be used. The in-service meetings will be concerned with goals, method, equipment, and materials. Training programs will be provided also for parents who are employed as teacher aides. The county supervisory staff will develop and operate these programs. Every effort will be made to insure that the staff is as highly trained as possible. Nursery school education requires expert teachers and teachers with specialized skills. Poor nursery schools are worse than no nursery schools.

4. Evaluation. A number of research and demonstration pre-school projects have pointed to the value of nursery school experiences for children from city slum areas. (See Appendix A) There is less evidence, however, concerning such programs for rural children. While it appears logical to assume that programs which are effective for city slum children will be effective also for rural disadvantaged children, little is known apparently about the nature or direction such programs should take. Thus, there is a need for careful evaluation of this pre-school program and for study of the procedures used and the results obtained. Evaluation of the pre-school program will be long-range. Children from target areas, where pre-school training is provided, will be compared on the basis of school adjustment and school achievement, particularly reading achievement, with children from similar areas in the county where no pre-school experiences are offered. Since there will be some children in the attendance areas who will not be able to enroll in the pre-school program, these children's school progress will be compared with the progress of children who are given pre-school experiences. Evaluation of achievement will be based on standardized tests, teachers' judgments as indicated by school marks assigned, children's progress through graded reading textbook series, and from opinion expressions elicited from teachers and parents through interviews and questionnaires. Evaluation of pupil adjustment will be made through the use of teacher and parent opinion questionnaires, children's attendance and sociometric measures. The comparisons will be made at the beginning and the end of the primary division.

There is some evidence that scores on group intelligence tests are not valid for disadvantaged children. Since such scores are functions of the experiences children bring to the testing situation and since rural non-farm youth are likely to have had limited experiences, I.Q. scores for these children may be considered as being more nearly tests of achievement than tests of mental ability. Therefore, as part of the evaluation of the educational program for rural non-farm youth, particularly at the pre-school level, a study will be made of the effect of pre-school experiences on scores from group tests of mental ability.

Control and experimental sections of children will be designated with the experimental groups participating in the pre-school program. Control groups will be drawn from children in the attendance area where pre-school programs are established but who are not able to attend and from children in similar areas within the county where no pre-school programs are placed.

Children will be matched for this study on the basis of age, sex, educational level of parents, economic levels, levels of the communities, distances on a rural-urban scale,and initial I.Q. test scores. Additionally, selected samples of children from experimental and control groups will be administered individual psychological examinations at the beginning of their pre-school program, or at an equivalent age, for children in the control groups. These children will be tested individually again at the beginning of the first grade. Group tests of mental ability will be given at grades three and six, as part of the county testing program.

Gains in I.Q. scores made by children in the experimental and control groups will be compared on the basis of the individual and group tests of mental ability.

B. Primary Division. Primary education in this program will be accomplished in larger centers than those used for pre-school education. Buildings to be used are in some cases newly constructed consolidated schools. In others they are older buildings of less pleasing appearance. These older buildings will be renovated as needed to make them attractive, pleasant places for learning and objects of pride in the eyes of the people who use them.

We recognize that there are advantages to keeping school buildings in neighborhoods for use as community centers. We recognize, also, that primary children should not be transported as far as older children. We believe though, that there are advantages to be gained when children are brought together in larger groups, which more than offset the difficulties of transportation. We believe that an adequate educational program cannot be offered in one or two-room neighborhood schools and that consolidated schools generally provide the best educational programs for rural youth. Thus, the primary portion of the educational program will be accomplished in county elementary school buildings.

1. Purposes. Emphasis in the primary division will be on the communication skills, particularly reading. We believe that all children, except the very atypical can be taught to read. We believe also that reading is the basic study skill and that each child must be able to read to his fullest potential in order to find satisfaction and success in school. However, we recognize that there will be individual differences here and the reading instruction will need to be largely individualized.

One of the handicaps disadvantaged children have in school has been that reading materials they have used describe people, events and situations which are largely foreign to them. Negro children have been taught from books showing white, middle-class, suburban homes. Southern children have been taught from books which tell how the robins arrive in the spring when they know that robins come to their locality in the fall. Children from the hollows of West Virginia are faced with stories about city life and other situations strange to them and with books and teachers who speak a different language from the one they hear in their home environment. Many examples could be listed to illustrate how far removed basic reading materials can be from experience of children.

A number of attempts have been made to solve this problem. The use of experience charts for reading instruction is one. Materials specifically prepared for a particular disadvantaged group such as the Chandler Publishing Company's Language Experience Readers are another. Locally prepared materials, while demanding a high level of expertness of preparation to be effective, can be written in the language and the experience of the beginning readers.

Reading instruction in the primary division will be accomplished through the use of locally prepared materials and commercially published texts. There will be no basic reading program; teachers will use different kinds of materials appropriate to the language, experiences and maturity of each pupil. Different techniques will be used also. Some children respond very well to a "look-say" program. Others will require a stronger emphasis on phonetics. A linguistic approach will be used with some groups. Programed materials will also be used. Every attempt will be made to provide each pupil with appropriate reading materials at all school levels. Materials developed for this level will include content consistent with the goals of the mathematics, science, and social action programs. Pupils do not just read; they read for meaning as well as for enjoyment. Mathematics, science and social studies concepts will be incorporated into the content of the reading materials.

Writing will be related to reading instruction. Children will be taught the mechanics of writing and the expression of ideas and feelings. The linquistic approach will be used. Creative writing will be done at all levels of instruction.

2. Demonstration. The primary program will demonstrate that all rural non-farm children, except the very atypical, can be taught to read and that materials written in the language of their experience will facilitate their learning. The program will demonstrate also that reading is the key to success in most other areas of academic instruction and that successful experiences in reading are so important to children that formal instruction in other traditional instructional areas may need to be deferred until students begin to experience success in reading. The goals of self-actualization and self-directed learning will be shown to be corrolary to successful school experiences and to be difficult or impossible to realize without such success.

3. Program. Selected elementary schools in the pilot area will be organized for continuous pupil progress in the primary division at the beginning of the 1964-65 school term. This date is considered to be realistic due to the experience that the county has had with ungraded schools. There are presently 14 schools in the county operating an ungraded primary plan and two which are ungraded throughout. An in-service program for county teachers and principals interested in ungraded schools has been in operation for three years, looking toward the possible adoption of such a plan for the county.

The continuous progress plan for the schools in this program will operate on the assumption that the experiences we call "general education" at the elementary level can be so organized and structured that an individual pupil can move through them and can, at the same time, go beyond them into areas of that student's particular interest. However, we recognize that the content of general education will change as society changes.

Instruction in the primary division, as well as in the later divisions, will be accomplished in groups, but pupil progress will be individualized. Some pupils will finish the primary division in three years; some will require four and some will finish in two and one half or some other fraction.

Instructional groups will be formed in order to conveniently teach children with similar needs. Grouping will be fluid. The faculty will be engaged in continuous evaluation of each pupil's progress and placement for instruction will be based on the criterion of "Where does this pupil fit best?"

While the principal basis for the formation of instructional groups will be reading, groups will be formed in other basic skill areas. We recognize that individual teachers cannot be experts in all subject which are now taught in the elementary schools. Therefore, specialists will be employed by the county to serve as consultants to elementary teachers and, in some cases, to assume responsibilities for instruction. In the primary division, specialists will be used in art, music, physical education, and foreign language.

We believe that the primary teacher needs specialized help. We believe also that a relationship between one teacher and a group of children, with that teacher being responsible for all the children's progress, is consistent with the needs of children at this age. Thus, the primary division will be characterized as self-contained classrooms with specialized help rather than be departmentalized.

In the primary division, the art and music specialists will work with and through the teachers; they will not, except for demonstration teaching, teach groups of children. We believe that the fine arts cannot be made part of the pupils' lives by teachers who, themselves, do not participate in them. Their work will be coordinated through the county supervisory program. Reading specialists assigned to the school, on the other hand, will teach groups of children with the children being selected on a basis of their need for special reading instruction. Specialists will also teach physical education and foreign languages. They will travel to more than one school and will also assist the classroom teachers to become more proficient in these fields. As educational television becomes available in the county this kind of specialist may be replaced by the television teacher.

a. Reading. Reading progress will be the principal criterion for pupil advancement through the primary division. Children whose progress in reading is below the teacher's expectation will be screened for vision, auditory and other physiological or emotional defects. This screening will be done by the school nurse or county hearing specialist who will recommend necessary corrective action. One room at each school will be designated as a reading resource room, staffed by a trained reading teacher and provided with the necessary materials and equipment. Children who need specialized instruction in reading will be assigned to the reading resource room for instruction. In the case of small schools, the reading specialist will travel to more than one school.

A central library will be placed in each elementary school in the pilot program. The library will be operated by a trained clerical worker--a community adult--under the supervision of a teacher-librarian. Books for this library will be appropriate for and available to children in both the primary and intermediate divisions. Individualized programs and enrichment reading will be accomplished through the used of library books.

Our experience has shown that adequate materials are a requisite to a successful reading program. A number of excellent reading series enrichment and remedial reading materials are now available and more are coming on the market constantly. Programmed reading materials appear to have potential value for the teaching of reading. Reading resource rooms will be provided with these materials as needed. Materials will be provided on the basis of the need per room rather than on an allocation of funds per pupil.

b. Mathematics. In the past, formal instruction in arithmetic has proceeded almost "side by side" with the teaching of reading. In the primary portion of this educational program formal instruction in arithmetic will be deferred beyond the point where it is usually started and begun in the intermediate grades. This decision is based on two considerations. Achievement or retardation in the communication skills, particularly reading, is so overriding a consideration for disadvantaged children that other formal instructional programs need to be given secondary consideration. Secondly, there is research to indicate that formal instruction in arthmetic can be delayed until the intermediate grades or even beyond without an adverse effect on the mathematical achievement of pupils in the junior high school years or even at the end of the elementary school years. The Benezet Experiment demonstrated this a number of years ago.[5] Washburn reported similar findings at Winnetka.[6] Apparently, however, these results have not fitted with our preconceived conclusions and have been largely ignored. We believe that students must have an understanding of man's second language--the language of number--and that this understanding can be gained, perhaps better than formerly for disadvantaged youth, if formal instruction is deferred until students have experienced success in reading.

The arithmetic program in the primary division will be functional, intuitive and informal. The idea of number to the extent of counting, matching and comparing will be taught. For children who have experienced success in reading, the computational processes will begin. However, the program will not include formal periods of arithmetic instruction or drill at the primary level for pupils who have not yet learned to read.

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[5] Benezet, Louis Paul, "Story of an Experiment." National Education Association Journal. 24:241-4, 301-3; 25:7-8, N '35-Ja '36.

[6] Washburn, Carelton and Sidney P. Marland, Winnetka: The History and Significance of an Educational Experiment. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963, p. 59.

c. Fine Arts. One of the effects of automation is the replacement of men by machines as producers of goods. As this process continues, and it appears to be accelerating, the adult lives of the children now in school will probably have a much greater percent of time freed from productive labor than is true for adults now. It is conceivable, even, that at some time in the future man's energies will not be used to any significant degree in meeting his needs for food, clothing and shelter. Thus, the school of today must train pupils to make a worthy use of their leisure time. However, art and music have capabilities beyond merely filling vacant time; they can become intimate parts of an individual's style of life and an outward expression of the culture of a period. The fine arts which in the past have had a somewhat peripheral position in many educational programs may become, with the recreational portion of the physical program, the core of the curriculum. Certainly the arts as man's third language--communication of his feelings--must have an important place in a curriculum that emphasizes communication skills.

Art and music lend themselves well to the objectives of self-actualization and creativity. Individual pupils can gain recognition through achievement in the arts. An emphasis will be placed on developing pupil understanding and appreciation of the value of the fine arts and permitting each individual pupil to develop his creative ability. A basic aim of the instructional program at this level will be pupil enjoyment through music and art. Pupils in the primary division will be encouraged to express their feelings through art and music. Field trips will be taken to art museums and musical presentations. The art and music of the home and community will be emphasized. Pupils will be permitted to satisfy their innate urge to paint, model, construct, sing and do rhythmic activities. Pupils will be given opportunities for the development of personal taste and appreciation. The program will include group activities as well as individual.

Basic skills in art and music techniques will be taught with the instruction at this level being part of a sequential program in fine arts which will continue through the pupils' general education program. Children will participate in group singing and rhythms and will be taught the use of manuscript lettering, fingerpainting, making of doll clothes, use of simple hand tools, such as needle, scissors, saw, hammer, pliers, etc. Pupils will be encouraged to evaluate their own work and that of others and to communicate their experiences and ideas to others.

The fine arts at higher levels will be designed to give the pupil an appreciation of beauty in art, music and nature, a means of expressing feelings, techniques and skills of painting, performing, etc., and an opportunity to be creative. The student will be guided toward the development of his individual talents.

d. Health and Physical Education. We believe that health, the building of health habits and the recreational aspects of a physical education program need strong emphasis. A sequential physical education program emphasizing physical fitness, health, emotional stability and the enjoyment of recreational activities will begin in the primary division and continue through the general education program. The primary program will include activities which are designed to build motor coordination, teach basic skills and provide constructive physical activities needed by children of this age.

The health and physical education at all levels will emphasize individual development and the health and recreational aspects of group living. Physical fitness for living, good social-emotional stability, desired attitudes, leadership, and enjoyment of wholesome physical recreation will be the goal of the program. The aim of physical education is the same as that of education in general, helping the individual to develop to his fullest capacity.

The sequential and planned health and physical education program for grades one through twelve will include activities which advance from the simplest motor coordinations to the more complex activities. Students will be instructed in groups and individually but the emphasis will be on the development of the individual.

A recreation program will be provided for children, older youth and adults. The use of school facilities will be extended past the school day to include evening, Saturday and summer use. As part of the program of involving local people in the program, parents and other adults will be used to assist with the operation of the program. The program will be operated jointly by the Kanawha County Board of Education, the Kanawha County Court, the Kanawha County Parks and Recreation Commission and locally organized groups in each community. The program will be an extension of the playground program presently in operation and will be related to the outdoor education or camping programs.

e. Social Action. In the primary school division the social studies program will be functional rather than formal. Activities will be centered around home and community life. Pupils will engage in group projects. Reading materials used will be designed to acquaint primary children with the social aspects af home and community life. Field trips taken by children at this level will be designed to acquaint them with aspects of community life.

The social action program of the primary school will be part of a structured sequence at all levels of the general education portion of the educational program. The social action curriculum will not be set apart as something students study about; it will pervade all phases of the curriculum. Life in a democracy will be lived and practiced as well as studied about.

f. In-Service Education. An in-service education program for teachers is considered a necessity for this educational program, at other divisions as well as the primary. The goals of the in-service program for primary teachers will be an understanding of the philosophy and aims of a continuous progress plan, the culture of the community, group dynamics, the development of teacher attitudes designed to promote their ability to relate to disadvantaged or slow-learning youth, the development of instructional materials, and the translation of the program as outlines in this proposal into an operating program. The preparation of local materials, particularly the reading materials, and the use of a linguistic approach to teaching of reading, the use of programmed materials and the functional approach to the teaching of mathematics and social concepts will furnish the media for the in-service education program. Supernumerary teachers--one teacher at each large consolidated elementary school and traveling teachers at smaller schools--will be added to the faculties of schools participating in the program. They will be fully qualified teachers who will be a part of the staff. They will teach to permit other teachers to attend meetings and in turn will attend meetings themselves.

While the county has had considerable experience with an ungraded primary plan, we believe that the continuous progress plan described in this proposal goes beyond ungrading in the direction of further individualization of instruction. Primary teachers of the schools in which this program is to be placed will need to be brought together with their principals, the program coordinator, county staff members and consultants approximately one Saturday each month during the 1964-65 school term. During the year each school will plan for continuous pupil progress, arrange for the program to begin operation and plan for continued in-service education.

4. Evaluation. Evaluation of the results from the primary program will be accomplished through the use of standardized tests of reading language and arithmetic and through teacher judgment. Formal studies will be made, comparing the communications skills of children in pilot schools with similar children in control schools using a traditional program. Control groups will be selected from schools in similar areas of the county which are not participating in the educational program. Comparisons will be made of the achievement of children in language ability, reading, arithmetic and social studies.

   Since a major emphasis is placed on reading in this division, a similar emphasis will be placed on the evaluation of reading progress. While the reading materials used in this division are locally prepared and locally oriented, the evaluation of reading progress will be made on the basis of standardized tests and teachers' judgments as to the students' abilities to read graded materials having a national application. Children will use materials within their local experience to learn to read but will be expected to generalize their reading abilities.

C. Intermediate Division. The divisions of the educational program are for convenience of reference. For individual pupils, the program will be continuous. This is particularly true for the primary and intermediate divisions, which will, in most cases, be housed in the same school buildings. Later, as the pupils move into the secondary years the school divisions may be more obvious, but the instructional program at all levels will be planned to carry students forward toward realizing the stated goals.

1. Purposes. The intermediate division will continue the program of the primary division and build upon the skills and concepts developed there. A continuous progress plan will be followed. Emphasis will be placed on continued communication skills development. Specific emphases will be placed on the following:

    a. Language Development, Written and Oral
    b. Mathematics--A Tool Developed by Man
    c. Fine Arts, Man's Third Language
    d. The World in Relation to the Local Community
    e. The Natural World Around Us
    f. How Man Controls His Environment
    g. The Student as a School and Community Citizen
    h. Physical, Emotional and Mental Growth
    i. Personal Care and Development

    The nature of the topics covered in the intermediate division and the teaching methods will be related to the maturational levels of the students and the goals of this educational program. Unit teaching and group and individual projects will be used. The individual projects will be designed to permit students to study areas of particular interest to greater depths than the group and will move pupils along the path toward self-realization and self-directed learning.

    In the primary division, the emphasis was on the pupils developing communication skills, particularly reading, with attention focused on the home and community. In the intermediate division, this emphasis will be continued with a strong emphasis placed on writing. The communication skills will be taught functionally as they relate to projects, units, and the content of other subjects. Here the focus will be on the world as it relates to the child and his community.

2. Demonstration. The program will demonstrate that formal instruction in the content subject can follow the development of beginning communication skills and can be the media for continuing the pupils' communication skills development. The program will demonstrate also--a fact that should need no demonstration--that pupils at the intermediate age levels can accept responsibility for their learning activities and that through guided practice these pupils can be helped toward the goal of becoming self-directed learners.
3. Program. The schools in the pilot area which will plan to operate continuous progress primary plans during the 1964-65 school year will plan also to extend the continuous progress concept and the educational goals of this program to the intermediate division with the opening of school in September 1965. Our experience with ungrading has shown that once started, there is no stopping place. Thus the continuous progress plan will move up through the school levels as the pupils progress. Additional schools in the area will plan for continuous progress during 1965-66, with their selection beings based upon local conditions, particularly the wishes of their teachers and parents.
   a. Reading. The reading program at the intermediate level will be developmental and individualized. The materials used will include commercially published reading texts, programed texts, enrichment series, library books, science, social studies, and mathematics texts, reference books and specially prepared reading skill texts.

Reading instruction for most children will be under the direction of the regularly assigned elementary teachers. A strong emphasis will be placed on written communication at this level.

The reading resource teacher assigned to the school will instruct intermediate pupils as well as primary. Pupils having special needs will be assigned to this room for reading instruction. Here, the instructional groups will be kept small. Clinical-type instruction will be offered to pupils who are beginning to fall significantly below their levels of expectation, as judged by the results of psychological examinations and teachers' judgments. Instruction will be on an individual basis, if necessary, for children who do not profit from group instruction. The school counselor will assist the reading specialist through consultation with parents and the study of reasons for reading retardation. The services of psychologists, nurses, social workers, assigned to the junior high school will be brought to bear on individual reading problems.

b. Mathematics. Formal instruction in mathematics will begin at this level. The program will emphasize the building of mathematical understanding and will include the topics and terminology usually called "the new mathematics". Emphasis will be placed on the fact that mathematics is a language and on developing understanding. Computational process will be treated as applications of generalizations or rules which are developed. The social aspect of mathematics will not be depreciated, though, since arithmetic computation may be the principal application of mathematics that many of the pupils will make. However, pupils will be led to understand that computation is not all of mathematics. Further, mathematics at this level will be offered to all pupils, and despite the fact that the children are from rural non-farm backgrounds and perhaps also disadvantaged, no one can say with assurance what mathematics any particular child will need, how far the child may go to school, or what his vocation will be. Therefore, all children at this level will be introduced to mathematics and each child encouraged to go as far into it as is consistent with his capabilities.

c. Social Action. The intermediate division social action program will be designed to enlarge the students' views to include the world. Children will study the world as it relates to their local community. In the primary division, the emphasis was on "Home and Community". In the intermediate, "The World as It Relates to My Community and to Me" will be studied. Here the content will be, in the main, outside the pupil's immediate environment. This is essential if the outside world is to be revealed to the child. It represents the only way that many rural county children can, in mind and spirit, break out of the shell of a narrow and restricted environment.

Field trips will be used extensively at this level. Trips will be for both recreational and educational purposes. Trips will be taken to Charleston to the State Capitol, to industries, and other places of interest. The children in the program will be given opportunities to become acquainted with urban life. They will be enabled to relate life in other communities and regions to their own. The field trips will serve to "raise the horizons" of children from very rural backgrounds. Care will be taken, however, to emphasize the best features of rural life also. This phase of the social action program will function also in the outdoor education program. The educational program will atempt to give the youth of this area some pride and a desire to improve themselves and their community. The fact that projects and unit teaching are used with the consequent allocation of large blocks of time will facilitate the planning of field trips.

Unit teaching and projects will be used. Projects will include topics such as "Where and How Is the Food We Eat Grown?", "Who Uses the Coal We Produce?", "How West Virginia Became A State," etc. For pupils whose reading development is progressing normally, the content of the social action program will be a principal source of reading material. The instructional program in writing will also function through the social action program.

The social action program will function also through the school's organization and operation. Pupil-teacher planning will be used. Students will be led to accept responsibility for regulating their own conduct. Students will practice democracy as a means of learning about it.

d. Science. Formal instruction will begin also in the intermediate division in science. Through the use of projects and units, the content of science will also become a medium for the development of the communication skills in all three of the languages. Science instruction will emphasize the discovery method. Laboratory equipment will be provided. Pupils will work in groups and individually on long-range projects such as plant growth, incubation, animal nutrition, etc. These experiments will be open ended and will provide pupils with opportunities to work as a scientist works. Individual pupils will be permitted to go beyond the group and through individual projects to begin studies in depth.

e. Fine Arts. In the intermediate division, pupils will continue to be given opportunities for self-expression through the media of the arts. Theory and techniques will be developed further in this division, but basic skills will continue to be taught. The art and music of the home and community will be continued and will be related to the art and music of other regions, both in America and throughout the world. Children will be taught to appreciate the folk music and dances of Appalachia. The handicrafts of the local mountain people, which appear to be almost disappearing in this county, will be re-emphasized. At successively higher levels, the fine arts program will include group participation and individual performances. Pupils will participate in art exhibits, plays, dramatizations, operettas, etc., designed to give them confidence in their abilities, an appreciation of the importance of the fine arts, beauty and order, and an opportunity for each student to develop his talents to the fullest along lines chosen by him.

f. Health and Physical Education. The physical education program will provide instructions in games, sports, and activities appropriate for the age level and which can be carried over to out-of-school recreation. Physical education teachers will be assigned to the elementary schools. Each teacher will serve more than one school. These teachers will serve as consultants to the classroom teachers to improve their competencies and will also instruct groups of children at scheduled times and for specialized activities. The physical education teacher, the school nurse and the classroom teacher will constitute a team for health instruction. Physical and mental health will be taught as a way of life. Pupils will learn to control their emotions and to channel emotional energy into constructive and acceptable activities. A strong emphasis will be placed on recreational and healthful living. The physical education teachers will also coordinate the activities of the community playgrounds for their schools.

g. Guidance. There can be little doubt that problems which cause students to drop out of school in grades nine and ten begin many times at a much lower age. Therefore, this educational program will include the placement of guidance counselors in the elementary schools. The responsibility of the elementary school counselor will be that of focusing the efforts of the school, home and needed specialists upon the solution of the problems of individual children. The program will seek to assist each child to reach his full potential for adjustment in academic, social and personal progress and to prevent or deter factors that interfere with learning and adjustment. Counselors will work with pupils, with teachers, with parents and will make referrals of pupils to the AAY neighborhood health and welfare service, to psychologists, psychiatrists and other professional specialists. The elementary school counselors will work also with counselors in the junior high schools to assist pupils who move from the elementary division to the junior high school and to enable the goal of continuous progress to be realized. A counselor will be placed in each of the larger consolidated elementary schools participating in this educational program. In the case of small schools, counselors will be assigned to work in two or more schools, with a counselor being assigned to each 400-500 pupils.

While the guidance program is described here in the intermediate division, counselors will work with primary pupils as well. The counseling program, in all divisions will be coordinated by the county Director of Guidance Services.

At the intermediate level the instructional programs of all the areas will be related to the goal of personal realization. Classroom teachers, counselors and the various specialists will assist pupils to focus upon their own personal development. Students will be helped toward assuming responsibility for their personal appearance, health and physical development and social skills. Club work, particularly 4-H Clubs, will begin at this level. The school faculty will be assisted by county home demonstration agents here. These activities will also be related to the activities of the summer outdoor education program.

h. In-Service Education. An in-service program similar to that for primary teachers will be operated throughout the first year for intermediate division teachers in schools beginning the program and in schools planning to begin the following year. Specialists and people from county schools who have used ungraded programs will be used as consultants. Through the use of supernumeraries and substitutes, teachers will be relaesed to attend in-service meetings and to prepare instructional materials. Supernumeraries will be full-time teachers who will be scheduled to replace classroom teachers who are attending meetings, working on preparation of materials, etc. They will also participate in the in-service education program and the development of materials. As the amount of in-service work decreases, probably after the first year or two, the supernumeraries will be dropped and absorbed in the regular county staff.

In the intermediate division, in-service program emphasis will be placed on the preparation of reading materials, particularly for retarded readers, and on teaching communication skills through writing. The materials will be concerned with home, family, and community experiences and with topics related to the world at large. Such materials will have a higher interest for the students because their vocabularies and the topics are within the language and experience of the pupils. They will be socially oriented and be consistent with the program's development of social action. Consultants will be brought in to assist the writing groups as needed. The resulting materials will be usable not only in other areas of the county but possibly also in other counties and states having rural non-farm youth. Intermediate division teachers also will be concerned with the operation of a continuous progress plan, unit teaching and the individualization of instruction.

4. Evaluation. Evaluation of the academic portions of the curriculum at this level will be made through the use of standardized tests and teacher judgments. Tests of language ability, particularly reading, spelling, and effective writing will be used. Standardized mathematics tests oriented towards mathematical understanding, but also including the more traditional computational processes, will be used to evaluate the effect of the deferment of formal instruction in mathematics to the intermediate division. Specialized tests and rating scales will be developed to evaluate the degree to which goals such as self-direction, self-understanding, effective citizenship, control and expression of emotions, and the development of values are realized by the students at this level.

D. Junior Division. Instruction at this level will be accomplished in junior high school buildings. While the program will be a pilot program for rural, non-farm, disadvantaged youth, the junior high schools selected to participate include young people from more advantaged homes as well. Thus, the educational program for the junior division must provide for students having wider ranges of interests and backgrounds of experiences than are likely to be found in the pilot elementary schools. Additionally, the junior division program must provide both for pupils who have come through the lower divisions of this educational program and, for a transitional period at least, for pupils who come to this school as the product of more traditional programs and with varying degrees of educational retardation.

1. Purposes. The program of the junior division will build upon the programs of the lower divisions, developing further the communication skills, the processes of self-direction and self-realization and building the concepts needed by students to realize these goals. Emphasis will be placed on using the school and community as a laboratory for the study of social institutions, the use of the scientific method of investigation, pre-adolescent and adolescent growth and development, and the importance of planning. The project method will be continued. Projects will include plays, musical presentations, art exhibits, etc., as well as the more usual science or social studies projects. The goals of the educational program at this level will be realized through a framework of projects in areas such as:

    a. The Natural World
    b. Occupational Awareness
    c. The Man-Made World
    d. The Aesthetic World
    e. Expanded Concepts of Man's Social Institutions
    f. Responsibilities of Citizenship

g. Interpersonal Relationships
h. Causes of Behavior
i. Planning for Continued Education

2. Demonstration. The program will demonstrate that through a reorganization of school structure to provide for continuous progress, the provision of pre-school experiences, additional services and an in-service education program for teachers, a significantly higher percent of young people can be caused to continue their education, that dropouts will be reduced and that pupils will develop self-direction. The program will demonstrate also that the present educational and cultural retardation found in the target areas are products of environmental factors and amenable to change through a total community approach.

3. Program. Three junior high schools and a six-year high school in the pilot area will be selected to participate in this educational program. Planning will continue through the 1964-65 school year and the program will begin in September 1965. We believe that one year of planning will be needed since major reorganization of the present county junior high school program will be involved.

The educational program of the junior division will be transitional--for pupils, from a core program during the first year to greater departmentalization and separate subjects at tht end of the division. Students entering the junior division will have a core teacher who will also be their homeroom teacher. The communication skills, social studies, science, and mathematics will constitute the core. Pupils will study art, music, health and physical education, industrial and home arts in departmentalized classes taught by specialists. Resource teachers, such as art teachers, foreign language teachers, physical education teachers, etc., will work with core teachers as members of a team and will teach their specialities also to pupils outside the core or to more mature pupils who have scheduled classes in mathematics, English, etc. Resource teachers will work in the core classes as team members under the direction of the core teachers. Team teaching will be used with pupil-teacher planning and large blocks of time being scheduled to permit unit teaching. The classes in art, music, foreign languages, etc., will operate in a manner similar to the way in which classes are usually scheduled in high school.

Like the intermediate and primary divisions, the junior high school divisions will be organized for continuous progress. There will be no grades. Movement of a pupil through the school will consist of transition from the core program into a departmentalized program rather than from one grade to another. On the average, pupils will spend two years in the core classes. Some pupils, though, will move into subject matter classes sooner, as they demonstrate mastery of the expected attainments of the core program, particularly in the communication skills, and the ability to do independent study.

a. Language Arts. The communications skills at this level will be taught in the core and, also, for pupils developing greater independence, in separate classes and activities. In addition to the core classes, there will be English classes scheduled where the emphasis will be on creative writing, speech, and dramatics. Pupils will also publish school newspapers, magazines, newsletters, etc. English will be taught functionally in both the core and departmentalized classes.

A reading resource room will be placed in each junior high school and will operate in a manner similar to the elementary school reading rooms. Pupils having reading disabilities will be scheduled into the resource room from their core classes.

b. Mathematics. The mathematics program in the junior division will provide general education experiences in the core and for specialization in departmentalized classes. Pupils in the junior division who are making satisfactory progress in mathematics and who have interest and need to continue the study of the subject will be able to enroll for classes in algebra, geometry, and other specialized subjects. Programmed learning materials, covering specialized mathematics topics and even mathematics courses, will be used to permit individual pupils to progress through a mathematics sequence according to their capabilities and interests.

c. Science. Science at the junior high school level will be a three-year general education program within the core. Science teachers will be a part of the core teaching team. Activities in the first year will be in the area of physical science; in the second year, life science; and in the third year, earth and space science. Topics will be treated in depth, with emphases being on the place of science in the world and the procedures and processes scientists use as they seek to extend our knowledge of the world and the universe. Through individual and group projects, pupils will be able to go beyond the general education portion and to study in depth specialized topics of interest. The discovery method will be used with students being given laboratory experiences.

d. Social Action. Formal instruction in social action in the junior division will be done entirely within the core. However, the social action program will go beyond formal classwork to include group and individual projects and experiences in democratic living. While there will be no departmentalized classes such as history or civics, pupils will be encouraged to undertake projects which will carry them beyond the general education program. Pupil-teacher planning and pupil participation in school activities and self-government will be an essential part of the social action program.

The fact that many of our rural and non-farm youth are trapped in an environment that is limited and ugly is a great tragedy. Their dilemma is well expressed by the writer who, in examining the prospect for the typical underprivileged family in Appalachia to escape from the present environment, penned these lines:

"We cannot go;
We can but stay.
We are too poor to go away".

In the junior division, the emphasis of the social action program will be on "Revealing the World to the Student", and in the senior division, students will deal with "Social Systems and Social Problems". The social action program is designed to face each maturing student with ever widening, increasingly complex but relevant social problems. Students at this level will be given more opportunities for the practice of self-direction. The social concepts studied will be explored to a greater depth. The emphasis will be on the world, its geographical and political divisions. Underlying social principles will be taught rather than unrelated facts. Pupils will be led to discover social principles in a manner similar to that used in mathematics and science. Again, the school will be made a laboratory for guided practice in democracy.

e. Fine Arts. In the junior division, fine arts will be taught by specialists. Instruction will be given in the core with the fine arts contributing to projects and activities that are developed. Separate classes will be scheduled also in music and art and will include group participation and individual performances in vocal and instrumental music, painting, sculpture, dramatics, etc.

f. Industrial and Home Arts. Industrial and home arts classes will be offered to both boys and girls in the junior high school division. An increased emphasis will be placed on experiences needed by both boys and girls and mixed classes will be scheduled. We believe that in a society providing employment for both men and women, training in many household activities is proper for both boys and girls. Similarly, girls need training in home mechanics, household repairs, operation of simple electric motors, etc., which normally would be included in an industrial arts class. Specialized or advanced training in home arts, cooking, dressmaking, food service, etc., will be offered to girls. Similarly, specialized or advanced training in industrial arts, which is prevocational in nature, will be offered to boys.

g. Health and Physical Education. The health and physical education program of this division will continue the program begun in the elementary school. The program will emphasize the developmental patterns of adolescents and pre-adolescents and continue the development of games, athletic and social skills, and body conditioning. Goals sought will include the development of citizenship through participation in physical activity programs, self-actualization through the development of a sound, healthy body, physical activity skills, and the student's acceptance of a responsibility for public health. Games, sports, and activities included in the program will be consistent with the development of individuals and related to their interests and levels of maturation. Swimming, hiking, and other activities in which boys and girls can participate will be included. Individual and team sports will receive a stronger emphasis for boys who are athletically inclined.

h. General. In the junior division, pupil planning and pupil responsibility for learning will be emphasized in the departmentalized classes. The project method and unit teaching will be used as will programed learning materials. Pupils will participate in both group and individual projects with individual projects being given greater emphasis than in the elementary school. The average pupil will require three years to complete the junior division program. Some pupils will require a longer time; some will require less. Provision will be made for pupils to move to the senior division upon completing the program of this division. Standardized tests and teacher judgment will be the criteria used to determine a pupil's readiness to move to the next division. Movement to the senior division can be at any time. Pupils will not be held until the end of a school year.

Pupils will be assigned to homerooms. Core teachers will also be homeroom teachers with individual pupils having their core teacher as their homeroom teacher also. Homerooms will meet daily. Activities to be included in the homeroom are: pupil planning, scheduling of individual pupil's classes and activities, group discussions of pupil problems, occupational planning, etc.

Group guidance will be done in the homerooms. Homeroom teachers normally will remain with their groups of pupils for at least a two-year period. The homeroom is conceived as a pupil's home base. The homeroom teacher is his mentor.

The program of the junior division will include an extensive pupil activity program. Studies have shown that extra curricular activities many times have as significant effect as does academic classwork. This is especially true for pupils who are not normally academically oriented. Activities will include: parties, club meetings, participation in games and sports, plays, musical presentations, hiking, informal get-togethers, student hops, etc. Activities will be scheduled during the school day to prevent any student's being denied participation because of bus transportation. Pupil lounges and snack bars will be provided. The activities portion will be related to the summer camping program. While the school day will be lengthened as a result of the activity program, pupils will be provided with recreational activities, where presently for many pupils recreation after the school day consists of walking the road.

A strong emphasis will be placed on student control of activities and behavior. Students who are to be prepared for life in a democracy need to have guided practice in regulating their lives in a democratic school organization. The student council will be composed of representatives from all homerooms and will assume the responsibility for operation of the student activity program, attendance and control of student behavior.

Pupils in the junior division will begin their preparation for the world of work. The educational program will be job oriented to the degree that the assumption is made that everyone will work at some time and in some kind of position or positions. Therefore, the school at this level will assume a responsibility to enable each student to begin a vocational familiarization and vocational selection process which will continue at least through his formal education. Both boys and girls will be included.

Vocational preparation at this level will provide common experiences for all students. Students will learn by doing. They will be involved in a program of activities significant to them built around school and community improvement projects. Students will be of service to others through these activities.

The service activities will enable the students to see the meaning of their academic studies in their lives. The service activities and projects may grow out of classroom experiences or be related to some phase of the academic work. We cannot say to students, "What you study will be good for you ten years from now." We have proof that this will not work; students learn best the things that are meaningful to them at the time. Some service projects and activities are: a nursery as a part of a school and community beautification project, candy stripers, school office helpers, tutors for other pupils with special needs, etc.

At the same time that students are engaging in service work, they will be learning about the world of work. Occupational study will be a part of the core program and will carry through both classes and the homeroom program. The guidance counselors will work with the core teachers in developing and implementing this phase of the educational program.

For students who are severly retarded educationally the core program may need to be continued throughout the years spent in the junior division. The programs for such students will need a greater emphasis on the communication skills, particularly reading. Such pupils will have one teacher for core or perhaps a team of two teachers and will be instructed in small groups of fifteen pupils or less. Mentally retarded pupils may require instruction in home and industrial arts, music, art and physical education also to be conducted within the core. Core classes for such pupils will be made a part of the county special education program.

In traditional junior high school programs disadvantaged students have been classed as slow learners and begin to "pile up" in the junior high school grades. Some schools have provided tracks or ability groups as an attempt to provide more appropriate instruction for these students. However, such plans have had only limited success and many of these students have failed to complete the junior high school program. Two changes in administrative procedure are proposed in this program. One is the fact that educationally retarded students at this level will be provided a program with a strong emphasis on communication skills and will be instructed in small groups as needed with teacher-specialists and appropriate materials. The other is the change to continuous pupil progress with successes built into all pupils' educational experiences.

In the traditional program the fact that disadvantaged students have failed to complete the junior high school program has been part of a vicious cycle in that the students begin to see themselves as failures and consequently become more and more alienated. The philosophy of this school will be that of continuous progress and some success for all pupils. There will be no assumption that some pupils, by the very nature of things, must fail. Students, through the junior division will not be assigned failing marks. Rather, they will be assigned marks indicating the fact that they have completed the various phases of the instructional program. Individual differences and differences among groups will be reflected in their progress through the general education sequence, the length of time needed to complete basic programs and the extent and nature of each pupil's progress beyond the general education sequence into individual projects and self-directed learning.

Reports for students at the end of a marking period will indicate the nature and portion of the program completed. Students will be marked in terms of their progress through the basic core program. Degrees of excellence of any student's work will be so indicated. Students will be rated also along the dimension of self-direction with their records indicating the number and type of individual projects completed. Reports to parents will be made through the use of letters and conferences. Details of the marking and record system will be developed as part of the in-service program for teachers.

A school psychologist will be employed at each junior high school participating in the educational program. He will work also with pupils in the elementary schools in the attendance area. He will be responsible to discover through testing and consultation with faculty members, behavior or learning problems and to seek to ameliorate or prevent such problems. He will also be responsible for recommendations for placement of pupils in special education classes.

A school nurse or school nurses will be assigned to each junior high school and to the elementary schools in the area. They will be assigned at a ratio of one nurse per thousand children.

An attendance worker will be assigned to each junior high school attendance area. She will work also with the elementary schools in the area and with the high school administration and guidance counselors concerning attendance problems of high school youth from her area. The attendance worker will function as an investigator, as a liaison agent between the school and home, as a facilitator for public and private welfare services, and, as a last resort, as an enforcement officer.

Guidance counselors will be assigned to junior high schools in the program in the ratio of one counselor for each 250 pupils. Guidance counselors will work with the pupils, their parents and the school faculties, to develop individualized programs for pupils with special needs and for assisting pupils to make the transition from the elementary schools to the junior division, a satisfactory adjustment to the junior division, and the transition from the junior division to the senior division.

The counselor, school psychologist, school nurse, and attendance worker at each junior high school, with the principal or assistant principal, will constitute a pupil personnel service team. This team will cooperate with and secure assistance from the AAY workers in the area. The team will be responsible for relating the program of the junior division and the programs in the feeder elementary schools, for providing specialized help and consultation to the school faculties, and for the referral of cases to other agencies as needed. Additionally, medical and dental services and other consultative services will be available through the Board of Education Office and AAY. While the members of the pupil personnel services team will be housed in the junior high schools, they will work also with and in the elementary schools in the area.

A school-community coordinator will be placed at each junior and senior high school in the program and will have the responsibility of relating the educational program of the school to the community. Schools must establish such a relationship if they are to serve the communities effectively. Educational efforts of the school for the child, for the adults, and the efforts of parents to train their children, must be harmonized. The child brings his environment to the school. If the school program is to be improved, the home environment must, in many cases, be improved also. The school-community coordinator will be responsible for a program of developing community attitudes toward education and school programs for the community. He will assist the pre-school teachers to involve parents in consultations. He will coordinate the school-community planning of the community school concept. He will also be the coordinator of the adult education program, working with the director of the adult education program at the high school center.

4. Evaluation. An in-service education program for teachers will operate throughout the 1964-65 school year. Teachers will meet for study and planning at the faculty level. Junior division teachers will be paid also to meet one Saturday each month. Some meetings will be held jointly with teachers from the other divisions. Consultants, experts on core programs, continuous progress programs, and programs for disadvantaged youth, as well as psychologists, cultural anthropologists, and curriculum specialists, will participate in the program. The in-service program will center around planning for a continuous progress organization, core teaching, the individualization of instruction through projects, and the preparation of instructional materials designed to enable some pupils to make a transition from a traditional program and others to continue a program began earlier. These activities will be used as the media for developing teacher attitudes consistent with the goals sought, a feasible program and one to which staff members are committed. Selected teachers will be released to work with the staff of the materials preparation center on the preparation of guides, resource units, and other materials. Substitutes will be provided. The in-service program will be organized and directed by the educational coordinator for the program. The fact that pupils stay in school past the age of sixteen or go on to the senior division, the teachers' lesson

assignments or the extent to which work needs to be assigned and pupils' abilities to control their behavior will be measures of the success of the program. Evaluation of the effectiveness of specific phases of the junior division program will be accomplished through the administration of standardized tests of achievement, through teacher judgment, through a comparison of the holding power of the target schools in the pilot program with that of other similar junior high schools, and through personality inventories, rating scales, and questionnaires developed specifically for this purpose.

E. Senior Division. In most communities, the completion of senior high school has been the goal that educators and the community at large have set for disadvantaged youth. Due to a combination of causes, some known and some not, most disadvantaged youth have not reached this goal. An assumption implicit to this proposed educational plan is that one of the reasons for youth dropping out of school before graduation is the fact that the school does not offer a program that young people see as meaningful. Added to this are the known facts that, in the main, dropouts have not experienced success in school and many of them leave school as soon as they become sixteen, usually during the ninth or tenth grades. Thus, we must conclude that to be successful an educational program for rural non-farm youth must be meaningful to the young people concerned as well as to society, that it must provide "built-in" opportunities for success for all students, and that an especial effort must be made to provide for a smooth transition from the junior division into the next higher level.

1. Purposes. The purposes of the educational program of the senior division are to prepare students to be functioning members of a democratic society, to assist each pupil to realize his full potential, and to continue the process of vocational selection

and vocational preparation through vocational training and work experience. Emphasis will be on the place of the individual in a changing society. The goals for the program of the senior division will be accomplished through group and individual projects drawn from problem areas such as:

a. Evaluation of Social Institutions
b. The Population Explosion
c. The Effects of Automation
d. The United Nations and Other World Organizations
e. Man's Attempts to Conquer Space
f. Man's Attempts to Conquer Disease
g. Man's Attempts to Provide Equitable Distribution of Wealth
h. Man's Attempts to Eliminate War
i. Man's Efforts to Control His Own Behavior
j. Vocational Choice and Preparation

2. Demonstration. The program will demonstrate that through the development of an educational program which is meaningful to the students concerned and through the modification of some administrative procedures, rural non-farm youth can be caused to continue in school to a significantly greater extent, to become self-directed learners, to plan for their continued education, to plan and prepare for a vocational choice; that educational retardation found among rural non-farm youth can be mitigated or eliminated and that as a result, a significantly higher percent of pupils will go on to higher education, continue in school, enter productive employment, and become responsible, productive citizens.

3. Program. Two county senior high schools will be selected to be pilot schools for the institution of the program of the senior division. The program at this level will be designed to prepare all students who participate to either continue their education at a higher level or to enter employment. Due to the increasingly higher educational level demanded of workers and the difficulty

people under age eighteen have in securing gainful employment, for most young job seekers, vocational entry immediately upon the completion of high school is no longer feasible. Therefore, the educational program for this division will provide for most students general education experiences, with a planned program of basic vocational training being provided for students who are vocationally oriented. The senior division program will recognize that vocational students and college-bound students may be one and the same. Job oriented students will be given vocational training and general vocational education which will prepare them to enter specialized vocational training courses provided in the higher division.

Since the senior high schools selected to participate in the program enroll college-bound students as well as job oriented youth, the educational program of the senior division must provide some students with a preparation program which will qualify them for admission to education at the next higher level -- college, technical training, or other vocational preparation. Preparing students for college has been the forte of county high schools as well as high schools in other counties and states. Courses will continue to be offered in the senior division of the pilot schools which will qualify graduates to enter college and particular college-level training program. Further, as the general level of education rises, more and more people will find it important to secure a college education. Thus, it is expected that increasingly higher percents of the rural non-farm youth who participate in this educational program will need and desire college or other advanced training. The educational program will encourage this trend and seek to prepare as many students as possible for higher education.

Instruction in the senior division will be departmentalized. Students' programs will be individualized. Unit teaching and projects, however, will be continued. Students at this level will participate in seminar discussions, listen to or watch presentations in larger groups and engage in individual projects. The discovery method will be emphasized. The program will emphasize individual study. Students will engage in research projects in both the social and physical sciences. Highly motivated pupils will work "at the fringe of knowledge".

Core classes will be established in the senior division for retarded pupils only, as a part of the county special education program. This program will be designed to train retardates for limited self-sufficiency and will be developed cooperatively with the West Virginia Department of Vocational Rehabilitation. Pupils assigned to this program will, when their level of training is sufficient, be assigned to a sheltered workshop operated by the Vocational Rehabilitation Department.

Students in the senior division will be grouped for instruction according to the subjects they elect. Thus, a class in second-year Latin will have students of different interests and abilities from a class in sheet metal. The program will be ungraded to the extent that classes will be composed of students with similar needs and interests without regard to their year in school. There will be no tracks, ability groups, nor attempt to group pupils homogenously, except through the pupils' selection of courses and subjects. Students will be given credit in Carnegie Units for work completed. The present county five-letter marking plan, A through E. will be used except that the idea of continuous progress will be followed to the extent that a student's program does not have to coincide with a given marking period. Thus, a student who has not completed a course, unit, or project at the end of a marking period, may continue until the work is completed and receive both a mark and credit at that time.

All students planning to go on to college will take one or more of the standardized college aptitude tests.

Vocational preparation programs in the senior division, as well as those of the higher division, will include work experience. We believe that work experience programs serve to make vocational training purposeful to the students and that the earnings resulting, can, for some students, mean the difference between staying in school and dropping out. The work students do at this level will be real work, with each student receiving pay. This work experience will be related to the provisions of the Vocational Education Act of 1963.

The scheduling of classes will be flexible to provide opportunities for work experience for students. Some students will need to work in the morning and go to school in the afternoon or evening; some may need to go to school for six weeks and work six weeks. The schools will provide this type of flexibility even to the provision of evening classes through the adult school for students who are working during the day. Every effort will be made to both assist the job oriented students to gain work experience and to finish high school. The schools will attempt to hold the job oriented student as long as programs of value to him are available and "then let him go out through the front door".

The county presently operates twelve comprehensive-type high schools. Each high school has one or more vocational programs operating under the terms of the George-Barden Act, with students being able to transfer to another high school to secure a desired vocational program. One of the two high schools that will participate in this educational program offers training in vocational electricity, the other in auto mechanics. Both have business education programs which operate outside the vocational education structure. Both high schools have a few students participating in work experience programs aimed primarily at preventing dropouts.

As a part of this educational program, the number of vocational education courses will be increased at both schools and most courses will be modified to provide general vocational education in the eleventh and twelfth grades, leading to specialized post-high school training. The programs will be selected to be meaningful to the students. The content of the various courses will be varied as to level of difficulty so that students will not be denied vocational training because of low scholastic ability. Through these arrangements students will be encouraged to remain in school to the completion of training. Specific courses to be taught will be selected as a result of surveys of community needs.

Business education has been perhaps the most successful vocational training program in county high schools in the past. It has been placed in the eleventh and twelfth grades and has been almost completely monopolized by girls. However, business occupations, as others, are changing. A higher level of training than just typing and shorthand skill is needed to operate many of the newer business machines. Also, men are now competing with women for jobs as machine operators. Therefore, while business education will continue as a vocational course in the senior division, the program will be extended into the higher division for some students and the curriculum will be modified to include the operation of key punches, sorters, transcribing machines, automated typewriters, duplicating and copying machines, etc. This program will be open to both young men and young women.

The educational program of the senior division will require the services of guidance counselors with vocational orientation, as well as counselors who are academically oriented. Vocational guidance will be provided by these specialists working with students and cooperatively with faculty members. The emphasis of the division, "the place of the individual in a changing society", requires that guidance be intimately related to instruction and to job placement and follow-up. The whole curriculum and the efforts of all staff members of the school must have a unity of purpose. The emphasis of the total program will be on individual students rather than on subject matter. This is likely to be the most difficult innovation of this entire program, but is a critical point. Guidance oriented administrators, vocational and educational counselors and teachers who see each student as being important are the requisites for the success of the program at this level.

4. In-Service Education. Since changes planned for the high school program will not be as extensive as for the lower divisions, the in-service education program will be centered around the extended vocational education programs, the idea of continuous progress, and the development of a compatible marking system. The in-service program will be accomplished at the faculty level through planning for continuous progress and through the county vocational division

for the extended vocational program. The program will be under the direction of the educational program coordinator.

5. Evaluation. Evaluation of the results of the program at this level will be made through college aptitude tests, college placements, and college successes for the college-bound. For the vocationally oriented, the effectiveness of the program will be measured by the holding power of the program, the number of students who go on to vocational programs in the higher division or to other technical or vocational programs in the higher division or to other technical or vocational schools, the number of job placements, and the successful performance of actual employment. As in the junior division, the evaluation of the goals of self-direction and self-actualization will require the development of special instruments. This will be a responsibility of the county research director working in cooperation with the AAY research director.

F. **Higher Education.** Many states and our federal government recognize a responsibility for the provision of tax supported public education beyond the high school level. The West Virginia program for college education at the thirteenth and fourteenth years is presently developing as state colleges and branch colleges under the control of the West Virginia Board of Education. There are no junior colleges operated by boards of education. This educational program is planned to include free or low-cost vocational education at the thirteenth and fourteenth years. College-level work will not be offered.

1. Purposes. The purpose of the program of the higher division are to provide vocational training to the point of occupational entry to older youth and adults, to provide training for job upgrading and to provide retraining as needed.

2. Demonstration. This program will demonstrate the effectiveness of post high school vocational education and special occupational training for rural non-farm youth. It will serve as a model for other similar rural areas faced with chronic unemployment.

3. Program. The educational program at this level will be vocational training based upon a prior general education program. At its inception, at least, the program will include both high school graduates and drop-outs. It will operate according to the provisions of the Vocational education Act of 1963 and the Manpower Development and Training Act. The program will be offered in an area vocational school operating as a day and evening school, as evening programs in the vocational shops of the pilot high schools and in other high schools nearby, in non-specialized classrooms available in schools and in space rented or leased from business and industry. Transportation will be provided to students

in the program and stipends will be allowed as provided for by the Vocational Education Act of 1963.

The curriculum will be built on technical and trade and industrial courses. Cooperative arrangements now exist with local industries and institutions for the training of practical nurses, dieticians, fork life operators and number of specific occupations. These and similar arrangements will be continued. Actual courses taught will result from local, state and national studies of the labor market. Examples of courses that may be taught are: electronics technician, data processing programming, wholesale management, instrument technician, hospital technician, dry cleaning, electrician and practical nursing. Courses will be offered also which will be related to the needs of local rural youth. Some examples of such courses are truck gardening, landscaping, raising small fruits, and production of Christmas trees, with the courses falling within the broad range of agricultural enterprises and being suitable to local climate, topology and demand for products.

Instruction will be given in both day and evening school. Scheduling will be done in blocks of time rather than for parts of days. This will permit the securing of expert instructors and will provide time for work experience. Part-time expert instructors also can be secured in this way.

A Special Youth Multiple Occupational Training Project for out-of-school youth, ages 16-22, will be a feature of the program of the higher division. This project has been developed cooperatively by Kanawha Employment for Youth (KEY), the West Virginia Department of Employment Security, the Vocational-Technical Division of the West Virginia Deparmment of Education, and the Kanawha County Board of Education. Approximately 300 out-of-school youth from depressed areas of the county, who are also unemployed, will be identified and trained in clerical, sales, service, skilled and semiskilled occupations. The length of the courses will vary with the type of occupations but will range from 19 weeks to 48 weeks. The courses will include instruction in basic education and pre-vocational skills as well as vocational training. A first class of thirty-one students has already been formed.

Most training programs will include cooperative work experience. Activities will include a variety of jobs both in and out of the county. Additionally, there will be retraining programs for adults and training for job up-grading. Here again, some such training is now in operation with the cooperation and help of local industry.

The cooperative work experience program of the thirteenth and fourteenth year will continue for some students into adult programs of job up-grading or retraining. Adults and older youth will be instructed in the same classes in many instances. For many participants the transition from school to job will be so gradual that the participant may have difficulty naming the date when he finished school.

An advisory council will be appointed to include people from business and industry, trade associations, labor unions, other AAY program divisions and community agencies. There will be a need for a number of vocational courses operating concurrently. Some will be at the technical level; others will prepare students for skilled and semi-skilled occupations.

A coordinator will be named for the higher division program. He should have at least a masters degree, successful work experience and some social work experience. He will coordinate the training and placement programs and will assist the research director write follow-up studies. Job placement of the students, both those on work experience and those who finish the program will be throughout the state or beyond.

4. Evaluation. The program at this level will be evaluated in terms of the extent to which it provides needed vocational training and prepares youth and adults to enter and hold employment. Job success ratings, job placement, continued education and the percent of graduates of the program who are employed will be criteria for evaluation. The success of graduates of the program in employment, including earnings, will be compared with that of high school graduates who did not have vocational training and graduates whose vocational training was taken in the eleventh and twelfth grades.

VI. Other Program Features.

The description of this education program within a framework of vertically organized school divisions places some limitations upon communication. Certain features of the program have been described briefly at various school levels, but perhaps need further explanation. Other features have been referred to but not described. Some of the more important aspects of this educational program are described in this section.

1. Continuous Progress Plan. Traditional schools have been organized on the basis of a success-failure dichotomy. Students either succeeded or failed and the percent of successes and failures varied from grade to grade and from school to school, but a certain number of failures were expected at any marking period. To a degree, school was seen as a sieve to separate successes from failures, with the failures being eliminated from school. Only recently have educators accepted as a responsibility the maximum educational development of all pupils.

   A philosophy that some must fail is not compatible with an educational goal of the self-actualizing individual. Psychologically the philosophy has always been illfounded. The poorest preparation for success is failure; the best preparation for failure is success. The student who meets repeated failures almost from the beginning of his formal education develops a self-image of inadequacy, becomes alienated and is not likely to continue in school any longer than society requires. On the other hand, the student who has a history of successes is able to take failure in stride.

   This proposed educational program, up to and including the junior division, will be organized according to a continuous progress plan. While divisions have been designated to facilitate communication, there will be no grades. Pupils will move through each division individually, with each pupil's movement being determined by his rate of maturation and achievement. Pupil's programs will be individualized through group and individual projects, and beginning with the latter part of the junior division, through the school's offering electives. Evaluations made of each student's progress and will be based on teachers' judgement and test results. Through the junior division at least, there will be no failures, only varying amounts of success.

2. Psychological Services and Counseling. The services of qualified school psychologists are considered essential to this educational program. While the accomplishment of the goal of self-realization by individual students is not to be related to traditional I.Q. test scores, the psychologists will be called upon for individual evaluations of pupil potential, achievement and adjustment problems. The psychologists will have an essential part in the planning of instructional programs for individual students.

   A school psychologist will be placed in each of the junior and senior high schools selected for the pilot program. Guidance counselors will also be placed in both the junior and senior high schools. Psychologists and guidance counselors will work cooperatively with teachers and other personnel to enable each child's program to be fitted to his particular needs, each child's progress to be continuous and the school to realize the goal of self-actualization for all students.

3. Instructional Materials. Commercially prepared materials while benefitting from the best qualified experts in the field, lack the quality of

having vocabularies, topics and illustrations appropriate to deprived children whether city or rural. Recently a number of attempts have been made to prepare materials especially designed for deprived children in slum areas. Additionally, some county schools use locally prepared materials, particularly for the teaching of reading. These materials, usually called experience charts, are designed to enable the student to begin reading with the words which are found in his oral vocabulary.

An educational program emphasizing individualization of instruction, continuous progress and the use of local materials will require a great amount of materials both locally prepared and commercial publications. Thus, a considerable effort will be required in the preparation of materials if this program is to be successful. Teachers will be given released time through the county's supplying supernumerary teachers at the elementary level and substitutes at the secondary. Since the county presently budgets less than five dollars per pupil per year for instructional supplies and furnishes textbooks in grades one to six only, a considerable portion of the budget for this program will be for instructional materials, with the amount dropping somewhat after the first two years.

A materials production center will be established to facilitate the production of guides, units, reading materials, etc. The center will be staffed with a director, a curriculum specialist, an editor, graphic artists and clerical and technical assistants. The center will be equipped sufficiently to permit the production of materials having a style, format appearance of near commerical quality. Teachers who are released from teaching duties to work on the development of materials will work in the production center.

Programmed learning materials offer great advantages in individualizing instruction. Such materials are presently available in some curricular areas, particularly arithmetic. More materials are coming on the market. Locally oriented program learning materials will need to be developed also. Many commerical programs are being devoted to topics rather than being a programmed course. These will lend themselves to unit teaching and individualized pupil programs. They will be used extensively.

4. Building Renovation. A recent study of student achievement in the county showed a definite relationship between student achievement and appearance of the school plant. While no cause-and-effect relationship was demonstrated, student achievement at schools classed as being among the less attractive in the county was significantly below that of the newer and more attractive buildings. This study could probably be duplicated in many other parts of the country. Of course, many factors other than just the physical appearance of the building enter. However, it seems logical to assume, and there is considerable research to show, that people work more efficiently in pleasant surroundings. Thus, in connection with this educational program, there will be a program of renovation and repairs. Buildings used will be painted, cleaned and given whatever treatment is necessary to make them as attractive as possible. Parents and older youth in the community will be encouraged to participate in this program. Funds will be made available for materials and supervision, but school patrons will be called on for at least a part of the effort to be exerted.

5. Community School. An educational program designed to radically alter the educational expectations and attainments of rural, non-farm, disadvantaged youth must proceed cooperatively with orientation and

instructional programs for parents. It must have parent cooperation and participation if it is to be successful. This program will attempt to secure parent acceptance through participation by including the parents in the planning of and preparation for the actual programs in the various communities and at the different levels of instruction. Parents and other adults will participate in almost all phases of this educational program. They will be involved in efforts to improve the appearance of the school. They will serve as volunteeer helpers and will be given paid employment in connection with the schools' operation.

School buildings and facilities in this pilot area will be opened for community use. Auditoriums and multi-purpose rooms will be used for meetings and the school grounds, gymnasiums and other facilities for recreation. Adult education programs will be placed in both elementary and secondary schools, with the classes being placed as near to the people who wish to enroll as possible.

School facilities will be made available to adults and older youth during the day and in the evening. The school library will be opened evenings. Most adult education classes will operate in the evenings. However, for adults, for whom a day program is more convenient, enrollment will be open in the regular day school in the senior and higher divisions. Participation by adults in the day program will in fact be seen as an additional extension of the services of the school to the community and will be encouraged. The schools will seek to extend their services into the community in many directions. The school-community coordinators will be responsible for the coordination and supervision of these extended services.

The physical education teachers will have, as an additional duty, the coordination of playground and recreational activities for both youth and adults they serve. The playgrounds will operate after school hours, outside in good weather and inside the building in bad weather. Secondary school art and industrial arts teachers and other resource people in the community will teach their specialities to interested youth and adults as part of the playground program.

The adult education courses will serve to build the level of education of the people in the community and will also bring people into the school. Similarly, recreation programs to be provided on school grounds will improve community living and will bring people to the school.

A particular effort will be made to reach the parents of pre-school children. Conferences will be held with them by the teachers both in school and in their homes. They will be encouraged to provide books for their children, to read to them, to encourage their development and to make the homes more conducive to scholastic achievement. Similarly, parents of primary and older children will be encouraged to cooperate in their childrens' education.

Parents and other adults in the community having specialized education or training will be used as resource people. They will be sought, and encouraged to participate in instructional programs on a paid or volunteer basis. The county has already made considerable progress in this direction. Adults in the community with a knowledge of French and Spanish have taught their specialty to elementary school children on a volunteer basis for a number of years and have prepared tapes for use in both the elementary and secondary school foreign language programs. Members of the Charleston Symphony Orchestra have taught instrumental music in the elementary schools. Scientists and technicians from local industries have visited in the schools and talked on their specialties to groups of students. The local telephone company has offered an after-school course in electronics to able and interested boys and has supplied instructors, laboratory space and equipment and supplies.

As a part of the development of the community school concept, programs similar to these will be instituted in the schools participating in the program. Parents will be used as resource people whenever possible. In the adult education program, particularly, where certification regulations are more flexible, parents and other adults will be paid as needed to teach their specialties.

Charleston and the Kanawha Valley is a major chemical center with a great many technical and scientific personnel and extensive research facilities. Cooperative arrangements will be developed with these industries to enable both their personnel and resources to be used in the education and training of students of the schools in the program. In the lower school divisions technical personnel will be scheduled to visit schools and pupils will make field trips to visit industries. We have found industries to be receptive to this idea and the technical people to welcome opportunities to talk to students about their specialties.

In the higher divisions, where work experience is an essential part of the vocational training, technical personnel will serve as instructors, industries will be asked to employ students for their work experience, and in some cases training programs will be conducted in the industrial plant, using equipment supplied by the company. Such arrangements have already been or are now in effect in some areas of the county and will be extended to include the schools in the pilot area.

6. Special Education. Despite the fact that this educational program is designed to mitigate educational retardation, we believe that special education will be necessary for retarded pupils in both the elementary and secondary school programs. Special education classes for the educable mentally retarded will be placed in the intermediate division of one or more schools in the pilot area. Pupils from nearby schools will be transported to the special education classes on school buses. Classes will be located in schools near junior high schools in order to provide transportation for these pupils on buses which transport junior high school pupils. The classes will be organized according to the provisions of regulations established by the West Virginia State Board of Education and the Kanawha County Board of Education. Classes will enroll a minimum of 10 and a maximum of 15 pupils.

Classes for the educable mentally retarded in the junior division will also be organized in one or more junior high schools in the attendance area. The locations of the classes will be such that pupils, who have participated in the elementary program, will be able to continue in a special education class in the junior division. Classes at this level will also be held to 10 to 15 pupils.

One or more classes for trainable mentally retarded pupils, depending upon the need as shown by a survey, will be established in the pilot attendance area. These classes will be operated according to regulations adopted by the State Board of Education and the Kanawha County Board of Education. The program in these classes will be designed to train severely retarded children in self-care habits to enable them to become more acceptable members in the environment in which they live. This program will follow the pattern of classes for trainable retardates now operating in the city of Charleston. It is designed for children of ages 9 to 14 years and will be related to sheltered workshops for trainables operated by other agencies.

Special classes are presently operated in the county for physically handicapped students. There are classes for cerebral palsied, blind children and home instruction. Transportation is provided to these classes, where possible, on school bus routes, by local organizations and by parents.

7. Adult Education. One of the basic assumptions underlying this educational program is the belief that parents must be involved. The education of children cannot progress efficiently without the cooperation and assistance of their parents.

Family life provides the child's initial and a continuing motivation toward school, education, values development and self-actualization. Middle class homes are usually positively oriented toward schools and education. Disadvantaged homes are many times positively oriented toward education but antithetic to schools. Thus, an educational program designed for children from disadvantaged homes must include the parents as well as children.

This educational program will provide for continued parental involvement in program planning and operation. Experiences will be provided which are designed to build a spirit of community pride, and independence, encourage indigenous leadership, raise the parents' levels of education and training, raise the cultural level of the community, the levels of aspiration and bring into closer harmony the objectives sought for children by the school and the homes.

An adult education program will operate in the attendance areas selected for this pilot program. Adult education centers will be established at the two high schools. Classes will be offered also at the junior high schools, elementary schools and in activity rooms used in the pre-school program. As many courses as possible will be offered to meet the needs of adults. All parents possible will be encouraged to participate in these programs. A minimum charge will be made for adult classes. The school-community coordinator, with assistance from the neighborhood workers, will be responsible for planning, with the community, the adult education program.

Homemaking classes will be offered to both men and women in the schools participating in the program. Teachers for this program will be enlisted from county home economics teachers presently teaching in the secondary schools, from home economics graduates and other resource people living in the community who are not teaching. Emphases will be placed on the development of good nutritional programs in the home. Parents will be taught to use properly commodities which are supplied. Through the involvement of parents in this adult education program we will seek also to improve the home conditions of children and thus enable them to make better school adjustments. Topics included in the homemaking classes will be basic nutrition, food needs for the family, use of commodities, clothing needs for the family, budgeting, home maintenance and repairs, family relations, child care, civic responsibility, home improvement and beautification, handicrafts, etc.

In centers where pre-school programs are independent of elementary schools, adult classes will be taught in the pre-school activity rooms. A portion of the activity room will be supplied with needed equipment and furniture. The class work will consist of presentations by the teacher as well as participation and laboratory experiences for the adults.

Adult education classes will be offered in handicrafts and home mechanics. Handicraft classes will develop ideas for home and community beautification and for the production of saleable products. In home mechanics classes, men and women will be taught furniture repair, repair of small appliances, painting, papering, etc. Classes will be offered also in home gardening, nursery operation and horticulture. The production of vegetables, fruits, flowers and shrubs will be taught. Strong emphases will be placed on the goals of economic independence and home and community beautification in all these classes.

8. Outdoor Education. A summer outdoor education program will be established in the pilot attendance area. The program will include a day camp of one week's duration for primary children, boys and girls together, age 7 to 9; one week residential camp for intermediate children, age 10 to 12; and two weeks residential camp for junior division pupils, age 13 to 15; and for senior division pupils, age 16 to 18. Every effort will be made to make camping experiences available to

all rural, non-farm youth and to encourage them to participate. The goals for the outdoor education program are:

a. Broadening of experiences and raising horizons.

b. Familiarization with urban life.

c. Development of skills in games, sports, and other recreational activities.

d. Physical development and healthful living.

e. The development of social skills through group living.

One or more day camps for primary children will be established on the school grounds. School facilities will be used in the camp program. Lunch will be served to participants in the school lunchroom. Pupils will be transported daily on county school buses.

Activities will include: hiking, and physical exercises, games, handicraft, group singing, rhythms, story telling and reading, plays and other dramatizations, learning about dental care and other health habits.

Camp directors and counselors as needed will be employed. Teachers, particularly elementary teachers and secondary home economics, art, music, and industrial arts teachers, will be used as counselors. Additional resource people with specialties in music, art, handicrafts, etc., will participate on a voluntary basis. While camping experiences will be limited to one week for the boys and girls participating, the operation of each camp will be scheduled over approximately a two-month period.

A one-week residential camp will be established for children of the intermediate division, ages 10 to 12. A site for this camp will be arranged through cooperation with a local agency controlling a camp which is presently not being used to capacity. This camping experience will be available to children in the pilot area free of charge, since the camp is considered to be a part of the educational program. Participants will be asked to furnish their transportation to and from the camp. Directors and counselors will be employed. Volunteer help - local resource people - will also be used.

Boys and girls will attend this camp together. They will be housed in separate dormitories and will participate in some activities separately and others together. Activities will include: athletic, party and educational games, dramatics, folk dancing, care of pets, hiking, swimming, nature study, collections, wood metal, plastic, fabric and paper crafts, storyhours and personal reading. Field trips will be taken to Charleston and to industrial, commercial and historical points of interest. The emphasis in these trips will be on learning about urban life.

A two-week residential camp will be established on the campus of a nearby state college for students of a junior division, age 13 to 15, and for senior division students, age 16 to 18. Camp experiences will be scheduled separately for junior and senior division students. Both boys and girls will attend the camp with boys and girls being housed separately in college dormitories. Boys and girls will participate in some camp activities, while other activities will be conducted separately. The cost of the camp for both the junior and senior division students will be minimal. Scholarships will be provided for indigent youth.

The purposes of camping experiences for this age youth are to permit students to have experiences in group living and to motivate them to higher levels of aspiration and to continued education. This program will be developed cooperatively with the West Virginia Board of Education, the Kanawha County Court, and the college concerned. An adjacent park controlled by the Court called Shawnee Reservation will be used for outdoor and recreational activities. College personnel, particularly physical education, music, art and industrial arts majors, will be used as counselors and resource people. The emphasis of the program at this level will be on orientation toward higher education through familiarizing students with a college campus and college atmosphere. Junior division students are included since in the past many pupils have left school prior to entrance into senior high school.

9. School Master. The recruitment of qualified and able teachers who are interested in teaching in very rural areas has been a persistent problem for the County Board of Education. Teachers employed to teach in rural schools have tended to gravitate to city and suburban schools with the result that young, inexperienced and sometimes sub-standard teachers have staffed the schools located in the rural areas. While we believe that the provision of full-time employment will help to solve this problem; if such employment were to be spread to the county system, the problem would recur. Thus, we propose, as an additional means of providing dedicated, well-qualified teachers in isolated rural schools, to hire college graduates who have not majored in education and to place them in an in-service training program designed to prepare them to begin to teach. These teachers will also be encouraged to begin a part-time college training program designed to qualify them for a teaching certificate or to qualify for a certificate by passing the National Teacher Examination.

For the purposes of this program, the term isolated rural schools would be identified and defined by the Board of Education. The teachers going into these schools would receive as an incentive, stipend funds sufficient to cover part of their expense incurred in securing a teachers certificate.

10. In-Service Education. Since this educational program will include innovations in curriculum, and school organization, in-service education programs will be required for most teachers, administrators, other professional workers, teacher aides and clerical personnel. To accomplish the required in-service training, a Director of Educational Program, AAY, will be named at the outset of the program by the Board of Education. He will be given responsibility for planning and instituting the in-service education program and for instituting and coordinating the educational program.

In order to develop an articulated, continuous progress program, all people, from pre-school to post-high school, will meet together and share in some activities. Other activities will involve people from one or more divisions or specialists in one or more areas working separately. To insure that the program is articulated, all instructional, curricular and supervisory functions of all personnel assigned to the program in all divisions, will be under the supervision of the Director. Administratively, the schools involved will function within the regular county organizational framework but in-service education, supervision of instruction and curriculum development in these schools will be within the responsibilities of the Director. The Director will report to the Superintendent of Schools through the Associate Superintendent for Educational Program.

The nature and extent of the in-service program and the extension of school activities and services will require personnel in the program to be given extended employment. The in-service activities for teachers plus the evening programs for adults, summer camps for children, etc., will enable many teachers in the program to have continued year-round employment, and more for the first two years of intensive in-service education. (We expect that some teachers will want summers off from time to time for travel or continued education.) Teachers will also be paid for meetings they attend on Saturdays. However, they will not be paid for meetings held after the close of a teaching day. Such meetings are commonly held by local teachers and administrators to be a part of their duties. We believe that the offer of full-time employment, with extra pay for extra services will enable the county to recruit devoted and able teachers to staff even the most remote schools in the pilot area.

A major portion of the in-service work will be concerned with the production of instructional materials such as locally oriented readers, teachers resource units, curriculum guides. Committees of teachers will work on the production of materials. They will work both in the production center and in schools; workshops and meetings will be held to produce and disseminate materials. We believe that through teacher participation in the planning and preparation of instructional guides and materials, specific phases of the program can be developed which are compatible with the overall philosophy and goals and at the same time teachers will identify with the program. The people who participate will change, if change is needed, as they work on program development. We recognize the need for teacher acceptance of the program as crucial and feel that such acceptance is most likely to result if the people concerned have a voice in planning the program and can identify with it.

The in-service program will begin during the summer of 1964 for programs to be instituted at the beginning of the 1964-65 school term. (Already kindergarten and nursery school teachers from private schools, county teachers and principals, county staff members, vocational teachers, lay community leaders and representatives from psychology and social work have participated in program planning.) Workshops will be held for the pre-school division teachers prior to the opening of school. Teachers will participate also in the regular county three-day conference held for all teachers immediately prior to the opening of school. In-service programs will continue through the year for programs opening in September 1964 and will begin for teachers in programs scheduled to start at a later date. Consultants will be secured both locally and nationally to assist with the in-service program.

Appendix A

Research and Conjecture Regarding the Education of Disadvantaged Children

The problem of educating disadvantaged children is now occupying the attention of many people. Most of the attention is being given to urban children and particularly children in the slum areas in large cities. The term disadvantaged is many times a euphemism for slum or Negro children. Considerably less has been written about the education of disadvantaged rural children. Other than aspects of the problem where transfer might be expected, there appear to be few guidelines.

The literature dealing with the education of disadvantaged children is too extensive to be reviewed here. Some of the more common proposals deal with raising children's levels of aspiration, developing more acceptable self-concepts, improvement of reading ability, improving home conditions and the early imposition of formal training programs.

The problem of the disadvantaged child has been most dramatic in the slum areas of large cities. To date most pilot programs and research and demonstration projects have been centered in a few big cities. New York City has announced an ambitious proposal for improving education in slum areas. As reported in the June 18 issue of Education U.S.A., the plan calls for an 8:00 a.m. to 6:00 p.m. operation, seven days a week and all year round; two years of nursery school for pre-kindergarteners, all-day kindergartens and smaller classes. Detroit, Baltimore and St. Louis are operating programs for nursery school children.

Many large cities are concerned with the problem and are developing programs. To date most of the programs announced involve pre-school education. Fusco points out the importance of evaluation of pre-school programs. He says, "If early school action involving parent participation is an important method of improving educational opportunities for culturally deprived children, findings of carefully designed and conducted research and demonstration projects are needed to provide the basis for wise and effective administrative decisions." (2) He mentions also that some large-scale inquiries are now in progress.

While, as Fusco says there is still a need for continued need for evaluation of pre-school programs, such programs appeal to many as having potential for remedying the educational retardation which is so common to disadvantaged children. Washburn states that he recognized at Winnetka as early as 1926 that, "the frequency with which the causes of maladjustments could be traced to early childhood made it very clear that the years before a child entered school or even kindergarten were the most important ones for helping children adjust to themselves and to the world." (12, p.118) Some claim that the Montessori School demonstrated the efficacy of education for pre-school children over 50 years ago. Recently, Deutsch, Moore and others have developed programs for pre-school children including the successful teaching of reading to children as young as age two. Deutsch says that the school should assume responsibility for a systematic plan for education of the child...by the time the child reaches kindergarten or first grade. (1)

There have been many approaches in this country and others to pre-school education, with varying degrees of success. Generally, while kindergartens have grown, public school people have been reluctant to accept nursery schools. Washburn said of the nursery schools at Winnetka:

> The nursery schools affected all the education that followed. First, they transformed our kindergartens, suffusing them with a new spirit and imparting to them many of their techniques. Then the influence spread up into the first grade, and from these, less conspicuously, crept into the upper grades. (12, p.121)

A number of researchers have concluded that the mental abilities of children are affected by their environment. In the case of disadvantaged children this affect is adverse. Fusco notes that often culturally disadvantaged children do poorly on tests of general intelligence and scholastic aptitude. (3, p.14) Goldberg states that scores on intelligence tests differentiate culturally disadvantaged children from middle class children and ethnically disadvantaged children from white children even when the latter are themselves of lower socio-economic status. (4, p.82)

Deutsch is carrying forward a research and demonstration project in nursery education for Negro and white slum children in ten New York City Public Schools. Film reports on his project indicate that pre-school experiences have a high value for these children. According to Silberman, the kindergarten teachers who receive these children are "almost speechless with enthusiasm." They say that in all their years of teaching they have never had slum children come to kindergarten as well equipped intellectually, as alert, interested or well behaved. (10, p.40)

Silberman states that the reason we have failed disadvantaged children is that we start too late after the damage has been done. He writes as follows:

> Instruction in the first grade of our public schools takes it for granted that a child has completed a reading-readiness program in the kindergarten year. Yet only a small fraction of Negro or lower-class white youngsters attend kindergarten. Compulsory kindergarten undoubtedly would improve matters, but the basic problem would remain. That problem, stated simply, is that the environment in which lower-class Negro and white children grow up does not provide the intellectual and sensory stimulus they so desperately need. The result is that youngsters from impoverished backgrounds enter school lacking a great many skills which the teachers and the curriculum take for granted, and which most middle-class children have acquired as a matter of course. (10, p.38)

Silberman makes the following statement concerning the need for a new approach to the education of children from impoverished backgrounds.

> Nothing less than a radical reorganization of American elementary education is necessary, therefore, if the schools are to begin to discharge their obligation to teach the Negro and white slum youngsters. To reverse the effects of a starved environment, the schools must begin admitting children at the age of three or four, instead of at five or six. The nursery school holds the key to the future--but a very different kind of nursery school from the one most Americans are familiar with. (10, p. 39)

Silberman also quotes Dr. Moshe Smilansky, Pedagogical Advisor to the Israeli Minister of Education, as saying that three years of intensive work have convinced the Israelis that 80 to 85 percent of the Oriental Jewish youngsters, who are culturally disadvantaged as compared to children from Western Jewish families, can be brought up to expected reading level. (10, p.41)

With regard to the effect of the early environment on the child's intellectual development, Hunt, who is studying the role of early experiences in the development of intelligence and motivation, is of the opinion that it is unlikely that infants in families of low socio-economic status suffer great deprivation during the first year. He states that it is conceivable that an infant may actually encounter a wider variety of stimuli in conditions of poverty than in most middle or upper class homes. He thinks it is likely, however, that during the second year, as the infant begins to move under his own power and to get in the way of adults who are apt to be ill-tempered from their own discomforts and frustrations, the child's opportunity to carry out the activities needed for his development are likely to be sharply curbed. He says that, during the late second and early third year when the child begins to learn that things have names and begin to ask questions, he is too seldom able to find the answers and often may be punished to the point that further questioning is inhibited. He is of the opinion that the effects of lower class environments on a child's development may become more serious during his fourth and fifth years. He concludes that, if nursery schools or day-care centers were arranged for culturally deprived children from age four--or preferably from age three--until time for school at age five or six, some of the first effects of their rearing might be substantially reduced. (7, p.89)

If we accept the thesis that man is to a significant degree the product of his environment and that early experiences are significant determiners, and a growing body of research indicates that this is true, the formative years from two to five may be for education the most important period of an individual's life. Silberman says, "The child is father to the man in a manner that may be irreversably one-directional." (10, p.39) Hunt says that the intellectual inferiority apparent among children of parents of low educational and socio-economic status is already evident by the time they begin kindergarten or first grade. (5, p.87)

It may well be that we have been devoting great efforts, and for disadvantaged children many times unsuccessfully, to educate children but that our efforts have been applied a few years too late. Watsonian behaviorists have said, "Give me a child for the first years of his life, and I will shape him in whatever direction that you choose." By the time a child from a deprived cultural environment enters school, his pattern of development may already be shaped. His capacity to learn has already been impaired. We have been denied the opportunity to begin instruction at a critical point.

As we consider pre-school educational programs we must turn to research results for guidance as to the nature of the program to be provided. The answers to the questions, "How much do pre-school children know?" and "What are they capable of learning?" determine the nature of the appropriate experiences and the content of the curriculum. Piaget has told us that young children are animistic, egocentric and incapable of logical thinking. (9, p.10) However, some researchers dispute this conclusion and point to a common sense approach as well as to the results of their research. They say that observation shows that young children are capable of logical thinking, that they possess a great store of information and that they are constantly testing their observations against information previously gained, making generalizations, applying generalizations to specific instances, etc. The world has changed they claim and the circumstances that led Piaget to his conclusions no longer exist. Wann, Dorn and Liddle say of Piaget's conclusions,

> There are many reasons for questioning the validity of these ideas about the intellectual abilities of young children. Today's children live in a world that is vastly different from the world of a generation or two ago when these ideas about children's thinking were developing. Many factors make it possible for children to know more today at an earlier age. Young children have experiences now that were unheard of in the past. Their curiosities, their abilities to reason and think and make sense of their world are challenged today as they have never been before. (11, p.5)

While there are individual differences among children, Wann and his associates concluded that on the average, young children, ages three, four and five, are ready for challenging intellectual experiences. (11, p. 119)

The list of references at the end of this appendix furnishes sources of additional recent information on the education of disadvantaged children. According to Wolfbein, and many others who study and write in this area, "Problems which finally result in a dropout begin, and are quite overt, way back in the elementary grades." (13, p. 103) A better statement, based on more recent experimentation and hypotheses might be, "Problems which cause educational retardation and may finally result in a dropout begin, and are quite overt, way back in the life of the child, even before he enters kindergarten or first grade."

While there is yet much to be learned about the education of disadvantaged children, there is considerable evidence pointing to pre-school programs, particularly nursery school, as being the key. Logically, we could assume that the provision of a program of early experiences will enable these children to compete more effectively for school success and that they will as a result be more highly motivated toward education. A number of research and demonstration projects also indicate that this is true.

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Appendix B

Sequence of Tasks for Instituting an Educational Program for Rural Non-Farm Youth

1. Employ educational coordinator and staff
2. Develop job specifications
3. Compile personnel lists to staff the expanded program:
    - Pupil personnel services
    - Pre-school teachers
    - Post-high-school coordinators
    - Community-school directors
    - Librarians
    - Teacher aides
    - Clerical personnel
    - Cafeteria workers
    - Supervisory personnel
    - Resource teachers
    - Post high-school teachers
    - Custodial personnel
    - Instructional materials development center
    - In-service programs
    - Consultants
    - Additional teaching staff
4. Compile furniture and equipment lists for:
    - Pre-school program
    - Post-high-school program
    - Expanded library services
5. Compile lists of instructional materials for:
    - Pre-school program
    - Post-high-school program
6. Survey and compile lists of community resource people and material
7. Plan modification of existing facilities to house proposed programs
8. Survey adult and vocational educational needs
9. Determine offerings in adult and vocational educational programs
10. Select staff for in-service program for pre-school and post high-school programs

*Dates of events are omitted since the institution of the program will be dependent on the approval of funding agencies and the granting of the necessary funds.

11. Develop in-service program for pre-school and post-high-school programs
12. Select teaching staff for pre-school and post-high-school programs
13. Modify facilities to house pre-school and post-high-school programs
14. Order furniture and equipment for pre-school and post-high-school programs
15. Order instructional materials for pre-school and post-high-school programs
16. Select staff for in-service program for pupil personnel staff
17. Select staff for expanded pupil personnel services in the selected area
18. Institute in-service program for pre-school, post-high-school and pupil personnel staff
19. Registration for pre-school and post-high-school programs
20. Develop transportation schedule for pre-school pupils
21. Select staff for in-service program, grades 1-12 (curriculum revision)
22. Select staff for instructional materials development center
23. Develop facilities for material development center
24. Order equipment and supplies for material development center
25. Develop research design
26. Develop pre-test instruments
27. Institute pre-school and post-high-school programs
28. Select supernumerary teachers
29. Institute in-service program for curriculum revision in grades 1-12
30. Prepare post-test instruments
31. Select staff for in-service program for summer school
32. Acquire facilities for summer program
33. Select staff for summer program
34. Institute in-service program for summer program
35. Continuous evaluation and modification of pre-school and post-high-school programs
36. Institute summer program
37. Complete modification of facilities to house innovative program in grades 1-12
38. Institute complete program in selected schools

Appendix C

Cost Estimates for an Educational Program for Rural Non-Farm Youth

Administrative & Supervisory Personnel

	Per Year
Director of Educational Program	$17,000
Project Research Director	15,000
Coordinator of Materials Preparation Center	12,000
Coordinator of In-service Training Program	12,000
Community School Coordinator	10,000
Adult-Vocational Education Coordinator	9,000
Editor	10,000
Graphic Artist	7,500
Reading Specialists, 2 at 8,500	17,000
Clerical Pool, 7 at 3,000	21,000
Supervisors	
1 Pre-school Program	8,600
2 Elementary Program	17,200
1 Junior High School Program	8,600
1 Senior High School Program	8,600
1 Language Arts	8,600
1 Mathematics	8,600
1 Science	8,600
1 Art	8,600
1 Music	8,600
1 Business Education	8,600
1 Industrial Arts	8,600
1 Home Making	8,600
Clerical Pool, 4 at 3,000	12,000

Administrative & Supervisory Personnel (Cont'd)

	Per Year	
Rental for Office Space	$ 6,000	
Office Equipment & Supplies	30,000	
Travel Expense	20,000	
Consulting Services	12,500	
Total		$378,400

Cedar Grove Junior-Senior High School

Projected Enrollment (1964-65)	989
Teaching staff	38
Administrators	2
Guidance counselors	2
Librarian	1
Clerical	2

School Nurse (shared, to be assigned to Ward-Grant)

Attendance Worker (Shared)

Additional Personnel Needed

		Each	Per Year	
2	Guidance counselors	$7,200	$14,400	
1	Reading teacher	5,500	5,500	
1	School nurse	4,800	4,800	
1	Attendance worker	4,800	4,800	
1	School psychologist	7,500	7,500	
1	Local community school director	7,200	7,200	
6	Adult education instructors	3,300	19,800	
½	Librarian	3,000	1,500	
1	Playground supervisor	3,000	3,000	
2	Custodians	2,500	5,000	
2	Student clerks	540	1,080	$74,580
Additional Instructional Materials (Per Pupil)		10	9,890	9,890
		Total		$84,470

East Bank Senior High School

Projected Enrollment	1162
Teaching staff	39
Administration	2
Dean	1
Guidance counselors	2
Librarian	1
Clerical	2
School Nurse (Shared)	1
Attendance Workers (Shared)	2

Additional Personnel Needed

	Each	Per Year	
2 Guidance counselors	$7,200	$14,400	
1 Reading teacher	5,500	5,500	
1 School nurse	4,800	4,800	
½ School psychologist	7,500	3,750	
1 Local community school director	7,200	7,200	
6 Adult education instructors	3,300	19,800	
½ Librarian	6,000	3,000	
1 Playground supervisor	3,000	3,000	
2 Custodians	2,500	5,000	
2 Student clerks	540	1,080	$67,530
Additional Instructional Materials (Per Pupil)	10	11,620	11,620
		Total	$79,150

Chelyan Junior High School

Projected Enrollment	437
Teaching staff	17
Administration	1
Guidance counselors	0
Librarian	1
School Nurse (Shared)	
Attendance Worker (Shared)	1
Clerical	1

Additional Personnel Needed

		Each	Per Year	
2	Guidance counselors	$7,200	$14,400	
1	Reading teacher	5,500	5,500	
1	School nurse	4,800	4,800	
½	School psychologist	7,500	3,750	
1	Local community school director	7,200	7,200	
3	Adult education instructors	3,300	9,900	
1	Playground supervisor	3,000	3,000	
½	Librarian	6,000	3,000	
1	Custodian	2,500	2,500	
1	School clerk	1,776	1,776	$55,196
Additional Instructional Materials (Per Pupil)		10	4,370	4,370
		Total		$60,196

Leewood Junior High School

Projected Enrollment	311
Teaching staff	13
Administration	1
Guidance counselors	0
Librarian	1
School Nurse (Shared)	
Attendance Worker (Shared)	1
Clerical	1

Additional Personnel Needed

		Each	Per Year	
2	Guidance counselors	$7,200	$14,400	
1	Reading teacher	5,500	5,500	
1	School nurse	4,800	4,800	
1	Attendance worker	4,800	4,800	
½	School psychologist	7,500	3,750	
1	Local community school director	7,200	7,200	
3	Adult education instructors	3,300	9,900	
1	Playground supervisor	3,000	3,000	
½	Librarian	6,000	3,000	
1	Custodian	2,500	2,500	
1	School clerk	1,776	1,776	$60,626
	Additional Instructional Materials (Per Pupil)	10	3,110	3,110
		Total		$63,736

Pratt Junior High School

Projected Enrollment	429
Teaching staff	14
Administration	1
Guidance counselors	0
Librarian	1
School Nurse (Shared)	
Attendance Worker (Shared)	1

Additional Personnel Needed

		Each	Per Year	
2	Guidance counselors	$7,200	$14,400	
1	Reading teacher	5,500	5,500	
1	School nurse	4,800	4,800	
½	School psychologist	7,500	3,750	
1	Local community school director	7,200	7,200	
3	Adult education instructors	3,300	9,900	
1	Playground supervisor	3,000	3,000	
½	Librarian	6,000	3,000	
1	Custodian	2,500	2,500	
1	School clerk	1,776	1,776	$55,826
Additional Instructional Materials (Per Pupil)		10	4,290	4,290
		Total		$60,116

Grant-Hugheston Elementary School

Projected enrollment	337
Potential pre-school enrollment	78
Teaching staff	13
Administration	1
School clerk	1
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
2	Nursery school teachers	5,000	10,000	
2	Kindergarten teachers	5,000	10,000	
4	Teacher aides	900	3,600	
1	Reading teacher	5,500	5,500	
1	Guidance counselor	6,000	6,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
3	Adult education teachers	3,300	9,900	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
2	Supernumerary teachers	5,800	11,600	
14	Extended service for existing professional staff for in-service educational program	1,000	14,000	$94,100

Grant-Hugheston Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, On-Going Program (Per Pupil)	$ 10	$3,370	
Additional Instructional Materials, Pre-School (Per Pupil)	15	1,170	$ 4,540
Additional Transportation, Pre-School			4,500
Furniture and Equipment			
Complete equipment for nursery room		1,500	
Complete equipment for kindergarten room		1,500	3,000
Total			$106,140

Consolidated School at Ward Elementary School

Projected Enrollment	235
Potential Pre-school Enrollment	66
Teaching staff	8
Clerical	½
School Nurse (Shared)	
Attendance Worker (Shared)	

Additional Personnel Needed

		Each	Per Year
1	Local community school director	$3,600	$ 3,600
2	Nursery school teachers	5,000	10,000
2	Kindergarten teachers	5,000	10,000
4	Teachers aides	900	3,600
1	Reading teacher	5,500	5,500
1	Guidance counselor	6,000	6,000
½	Librarian	5,000	2,500
½	Art resource teacher	5,500	2,750
½	Music resource teacher	5,500	2,750
½	Science resource teacher	5,500	2,750
½	Physical education teacher	5,500	2,750
3	Adult education teachers	3,300	9,900
1	School clerk	900	900
1	Playground supervisor	3,000	3,000
1	Custodian	2,500	2,500
2	Supernumerary teachers	5,800	11,600

Consolidated School at Ward Elementary School (Cont'd)

	Each	Per Year	
9 Extended service for existing professional staff for in-service educational program	1,000	9,000	$89,100
Additional Instructional Materials, Elementary (Per Pupil)	10	2,350	
Additional Instructional Materials, Pre-School (Per Pupil)	15	990	3,340
Additional Transportation, Pre-School			3,600
Furniture & Equipment			
Complete equipment for nursery-kindergarten		2,000	
Complete equipment for nursery-kindergarten		2,000	4,000
(One to be provided in renovated Blakeley Building)			
Total			$100,040

Love Block Elementary School

Projected enrollment	156
Potential pre-school enrollment	59
Teaching staff	6
Administration--teaching principal	0
Clerical	½
Attendance worker (shared)	
School nurse (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
2	Kindergarten teachers	5,000	10,000	
1	Nursery school teacher	5,000	5,000	
3	Teacher aides	900	2,700	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
2	Adult education teachers	3,300	6,600	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
2	Cafeteria workers	900	1,800	
1	Custodian	2,500	2,500	
1	Supernumerary teacher	5,800	5,800	
6	Extended service for existing professional staff for in-service educational program	1,000	6,000	$69,900

Love Block Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, Elementary (Per Pupil)	$ 10	$1,560	
Additional Instructional Materials, Pre-School (Per Pupil)	15	885	$ 2,445
Furniture and Equipment			
Complete equipment for kindergarten		1,500	
Complete equipment for nursery		1,500	3,000
Pre-school center to be housed in two-room, vacant building on Morris Creek			
Provide food service facilities in this building			5,000
Total			$80,345

Livingston Elementary School

Projected enrollment	192
Potential pre-school enrollment	45
Teaching staff	6
Administration--teaching principal	0
Clerical	½
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$3,600	
1	Kindergarten teacher	5,000	5,000	
1	Nursery school teacher	5,000	5,000	
2	Teacher aides	900	1,800	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
2	Adult education teachers	3,300	6,600	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
1	Supernumerary teacher	5,800	5,800	
6	Extended service for existing professional staff for in-service educational program	1,000	6,000	$62,200

Livingston Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, Elementary (Per Pupil)	$ 10	$1,920	
Additional Instructional Materials, Pre-school (Per Pupil)	15	675	$ 2,595
Additional Transportation, Pre-School			4,500
Furniture and Equipment			
Complete combined kindergarten-nursery school room			2,000
Total			$71,295

Cabin Creek Mission-South Chelyan Elementary School

Projected enrollment	237
Potential pre-school enrollment	44
Teaching staff	8
Administration	1
Clerical	1
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
1	Kindergarten teacher	5,000	5,000	
1	Nursery school teacher	5,000	5,000	
2	Teacher aides	900	1,800	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
3	Adult education teachers	3,300	9,900	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
2	Supernumerary teachers	5,800	11,600	
9	Extended service for existing professional staff for in-service educational program	1,000	9,000	$74,300

Cabin Creek Mission-South Chelyan Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, Elementary (Per Pupil)	$ 10	$2,370	
Additional Instructional Materials, Pre-School (Per Pupil)	15	660	$ 3,030
Additional Transportation, Pre-School			2,000
Furniture and Equipment			
Complete for kindergarten-nursery school room			2,000
Total			$81,330

Wet Branch Elementary School

Projected enrollment	162
Potential pre-school enrollment	30
Teaching staff	5
Administration--teaching principal	0
Clerical	½
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
1	Kindergarten teacher	5,000	5,000	
1	Nursery school teacher	5,000	5,000	
2	Teacher aides	900	1,800	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
2	Adult education teachers	3,300	6,600	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
1	Supernumerary teacher	5,800	5,800	
5	Extended service for existing professional staff	1,000	5,000	$61,200

Wet Branch Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, Elementary (Per Pupil)	$ 10	$1,620	
Additional Instructional Materials, Pre-School (Per Pupil)	15	450	$ 2,070
Additional Transportation			2,000
Furniture and Equipment			
Complete kindergarten-nursery school room			2,000
	Total		$67,270

Ohley Elementary School

Projected enrollment	116
Potential pre-school enrollment	20
Teaching staff	4
Administration--teaching principal	0
Clerical	½
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

Pre-school program at Acme

		Each	Per Year	
1	Local community school director	$3,600	$3,600	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
2	Adult education teachers	3,300	6,600	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
1	Supernumerary teacher	5,800	5,800	
4	Extended service for existing professional staff	1,000	4,000	$48,400
	Additional Instructional Materials, Elementary (Per Pupil)	10		1,160
	Additional Instructional Materials, Pre-School (See Acme)			
	Additional Transportation (See Acme)			[illegible]
	Total			$49,560

Eskdale Elementary School

Projected enrollment	106
Potential pre-school enrollment	34
Teaching staff	4
Administration--teaching principal	0
Clerical	½
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

Pre-school to Acme

		Each	Per Year	
1	Local community school director	$3,600	$3,600	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
2	Adult education teachers	3,300	6,600	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
1	Supernumerary teacher	5,800	5,800	
4	Extended service for existing professional staff	1,000	4,000	$48,400
	Additional Instructional Materials, Elementary (Per Pupil)	10		1,060
	Additional Instructional Materials, Pre-School (See Acme)			
	Additional Transportation (See Acme)			
	Total			$49,460

Wake Forest Elementary School

Projected enrollment	206
Potential pre-school enrollment	50
Teaching staff	7
Administration--teaching principal	0
Clerical	0
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

Pre-school program at Acme

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
3	Adult education teachers	3,300	9,900	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
2	Supernumerary teachers	5,800	11,600	
7	Extended service for existing professional staff	1,000	7,000	$60,500
	Additional Instructional Materials, Elementary (Per Pupil)	10		2,060
	Additional Instructional Materials, Pre-School (See Acme)			
	Additional Transportation (See Acme)			
		Total		$62,560

Decota Elementary School

Projected enrollment	207
Potential pre-school enrollment	52
Teaching staff	7
Administration	1
Clerical	½
School nurse (shared)	
Attendance worker (shared)	

Additional Personnel Needed

		Each	Per Year	
1	Local community school director	$3,600	$ 3,600	
2	Kindergarten teachers	5,000	10,000	
1	Nursery school teacher	5,000	5,000	
3	Teacher aides	900	2,700	
1	Reading teacher	5,500	5,500	
½	Guidance counselor	6,000	3,000	
½	Librarian	5,000	2,500	
½	Art resource teacher	5,500	2,750	
½	Science resource teacher	5,500	2,750	
½	Music resource teacher	5,500	2,750	
½	Physical education teacher	5,500	2,750	
3	Adult education teachers	3,300	9,900	
1	School clerk	900	900	
1	Playground supervisor	3,000	3,000	
1	Custodian	2,500	2,500	
2	Supernumerary teachers	5,800	11,600	
8	Extended service for existing professional staff	1,000	8,000	$79,200

Decota Elementary School (Cont'd)

	Each	Per Year	
Additional Instructional Materials, Elementary (Per Pupil)	$ 10	$ 2,070	
Additional Instructional Materials, Pre-School (Per Pupil)	15	780	$ 2,850
Additional Transportation			4,000
Furniture and Equipment			
Complete kindergarten school room		1,500	
Complete nursery school room		1,500	3,000
Total			$89,050

Acme Pre-School Center

	Each	Per Year	
Potential pre-school enrollment	104		
Additional Personnel Needed			
2 Kindergarten teachers	$5,000	$10,000	
3 Nursery school teachers	5,000	15,000	
5 Teacher aides	900	4,500	
2 Cafeteria workers	900	1,800	
1 Custodian	2,500	2,500	
1 Clerk	900	900	$34,700
Additional Instructional Materials, Pre-School (Per Pupil)	15		1,560
Additional Transportation			4,000
Furniture and Equipment			
Complete kindergarten room		1,500	
Complete nursery school room		1,500	
Complete kindergarten-nursery school room		2,000	5,000
Total			$45,260

Summer Camp Activities			
Primary day camp	1,000 at $10	$ 10,000	
Intermediate resident camp	1,000 at 25	25,000	
Junior and senior high school campus experience	3,328 at 35	116,480	$ 151,480
Modification of Existing Facilities to House the Expanded Services		50,000	
Materials for Paint-up, Spruce-up Campaign		5,000	55,000
Additional Funds Needed to Provide School Lunches for All Pupils Who Cannot Afford School Lunches	2,900 at $25		130,500
Contingency Fund			50,000
Total Cost for First Year			$1,915,358
First year expenses only	- $79,000		
Experience increment	+ 30,000		
Total Cost for Second Year			$1,866,358
Experience increment	+ 30,000		
Total Cost for Third Year			$1,896,358

Summary

Administration & Supervision	$378,400
Cedar Grove Junior & Senior High School	84,470
East Bank Senior High School	79,150
Chelyan Junior High School	60,196
Leewood Junior High School	63,736
Pratt Junior High School	60,116
Grant-Hugheston Elementary School	106,140
Ward Elementary School	100,040
Love Block Elementary School	80,345
Livingston Elementary School	71,295
Cabin Creek Mission-South Chelyan Elementary School	81,330
Wet Branch Elementary School	67,270
Ohley Elementary School	49,560
Eskdale Elementary School	49,460
Wake Forest Elementary School	62,560
Decota Elementary School	89,050
Acme Pre-school Center	45,260
Summer Camp Activity	151,480
Modification of existing facilities	50,000
Paint up, spruce up campaign	5,000
School Lunch	130,500
Contingency Fund	50,000
First year cost	1,915,358
Non repeat items	-79,000
Experience increment	+30,000
Second year cost	1,866,358
Experience increment	+30,000
Third year cost	1,896,358